Hi Garret & Paul

Good afternoon. I am sorry I had to leave the meeting; I wanted to take the time to provide some feedback regarding the State Unified Plan. I thought that this was a well-articulated, comprehensive plan. Kudos to you and your team for pulling together MANY components of our state workforce system.

I have a few items for feedback; please excuse the ones that are already addressed, I did not read it in its entirety. My approached was trying to find certain things that the DOL may be looking for based on my knowledge of working within WIOA and my knowledge of the legislation. So here it goes:

1. In the meeting, there was discussion of Industry Sector Strategies and that the State of Maine was currently targeting three (3). I would ensure that effort is reflected in the Plan.
2. Not sure if it belongs here or in a future iteration, but I believe there needs to be more emphasis on measuring outcomes.
3. It may be beneficial to develop a matrix to include as an appendix or table that would outline the "action items" (ie Statewide Activities, p. 128) in the plan with Target Completion Dates. Maybe, a Quarterly Action Plan to implement the key elements of the legislation.
4. Any chance you get in the plan, I would mention MOUs.
5. The legislation clearly defines the need, specifically, around "supporting" Financial Literacy (H.R. 803—83) for youth programs; we may want to mention that; again, not sure if it belongs here or in a local plan, but may be beneficial.
6. In Appendix VI, Performance Goals. I was not clear of the purpose of this section. It appears that we are only talking about Entered Employment Rate as a measure. I would think that we may want to include that the State is exploring ways to track: Industry-Recognized Credential Attainment, Long-Term Measures (6-month and 12-month), etc.
7. Last one, at some point along the way, we discussed the need for tighter policies around Data Integrity and Quality Assurance. Not sure if you want to speak to these items in the plan or not.

I think that is it for the feedback on the Plan. Please call if you have any questions.

I also want to share with you that this effort requires all of us to reach out (as stated by Commissioner Paquette). We just recently signed an MOU with Bangor Adult Education to offer HSE testing at our Center. Had a great meeting with Denise Smith & Hook Wheeler from EMDC to start discussions around concurrent enrollment opportunities and direct referral possibilities for youth in the Tri-County area.

Have a wonderful weekend.

Tracey K. Cooley, PhD
Center Director
Penobscot Job Corps Center

Thanks for providing an opportunity to provide feedback on the draft WIOA Plan.

First, thanks to all who worked on and wrote the plan!

I have a few areas of concern that I wanted to convey from my role as Chair of the Women's Employment Issues Committee, as Executive Director of New Ventures Maine, UMA/UMS, and as a member of the Alliance for Maine Women

Role of Committees: the full list of Committees aren't mentioned into well into the second half of the plan under Universal Access and specific constituencies (page 115 in the original copy we received). Although it's appropriate to have us listed there, I would also like to see the Committees listed earlier on as part of the organizational structure of the State Workforce Board with indication of our advisory role to the Board, to the planning process, and to the strategic objectives.

Constituency Needs: From my perspective, the needs of different constituencies with employment barriers could be provided in more depth. Women, for example, are only specifically mentioned under Female Heads of Households with Dependent Children; whereas, women are represented in all of the other Committees and target groups with particular needs. For example, older women live in poverty because of the cumulative effects of divorce, single parenting, and other caregiving responsibilities, earning less than men in most occupations even with higher education attainment, being clustered in low-wage, few benefit jobs with lack of health care coverage and retirement. This data is spelled out in the reports our Committee prepared over five years with assistance from the CWRI. The focus on serving the "in demand" needs of employers does not seem to hold them accountable for creating quality jobs that provide a living wage with benefits, have some work/family flexibility, and address equal pay and comparable worth.

Data: We are pleased to see the data sharing partnership through Maine's Workforce Longitudinal Data System referenced and look forward to access to that data system. We strongly encourage that data be collected and available for analysis by gender, age, disability, and veteran status.

Finally, a general observation. Although it makes total sense to me to focus the initial plan on the four core programs, the "we need every Mainer" approach" will require recognition and acknowledgement of the work many service delivery and advocacy organizations have done over the years to assist "disenfranchised" populations gain skills and succeed in the Maine economy. As one example, the two organizations already based within the University of Maine System providing transitional services, Maine Educational Opportunity Center/TRIO and New Ventures Maine, are not mentioned anywhere in the State Team of Education Pathways (STEP) strategies.

I look forward to continuing to work with the State Workforce Board, MDOL staff, other Committee Chairs, and the four core programs to implement the plan.

Thanks, Gilda

Gilda E. Nardone, Executive Director
New Ventures Maine

Hi Garrett,

Took some time to review the Unified Plan. OMG...lots of work in there, and I only scratched the surface! Looking back over the ppt slides (helpful!) and the minutes, I offer the following thoughts:

* It is a challenge to really get what it will look like once we implement this. Are there a top 2 or 3 concrete examples that would help someone better understand what would be accomplished? Perhaps an example of how it's done now vs how it would be done?

*I applaud the outreach plans. Speaks to the "push" vs "pull" approach. Providing real stories with real employers/employees will be helpful to show how it could work

* As much as I've been involved with various state programs, business organizations and educational partners, it is still mind boggling to see how much I DON'T know about who does what and what is available. Providing a system that is easily fully understood, easily navigated and maximizing support of shared goals will be something in itself!

* In line with the discussion at the meeting that this addresses only a small percentage of our population, making services available to incumbent workers would be value added. Even in a fairly large business like ours, we do not have resources to provide career counseling to our employees. Helping our entire workforce be knowledgeable of the career pathways and work at the top of their capabilities, would benefit the entire continuum. Although the primary target audience of DOL services are the unemployed, building tools/resources that could be tapped by the entire population would be advantageous.

From what I will call the "in the weeds" department, I offer the following:

*with respect to employer surveys, is there a way that we could maximize data that DOL already has access to? I'm sure that I'm not the only employer that struggles with completing requested surveys. I believe we already submit all the wage data for our employees. Couldn't that be harvested for employment data vs a separate survey? Can job posting data be harvested for vacancy surveys? OR many employers do not have the resources to do full blown workforce planning. Would there be a tool that could be provided to employers that would meet a business need while providing data needed by the DOL? Promote completion of such surveys with "what's in it for me".

* Would there be a mechanism that would facilitate job shadow administration? Such exposure to job families is beneficial to students and prospective workers. However, especially in healthcare, there is considerable administrative time associated with bringing in job shadows. We need to make sure we orient them to confidentiality, HIPAA, immunization etc. Being certified as "job shadow" ready as well as having someone do the coordination would make such opportunities more available. We often, regrettably, have to say no.

My best,
Nicole Morin-Scribner

February 12, 2016
Maine State Workforce Investment Board
Attn: WIOA Unified Plan
54 State House Station
Augusta, ME 04333

Dear Members of the Maine Workforce Investment Board,

I respectfully submit for your consideration the following comments regarding the State of Maine Unified Plan 2016-2020.

Page 17, Lines 23, 34 & Page 18, Lines 1-3:

If Maine employers are to find strong candidates for high demand jobs that offer competitive wages and require skills such as problem solving, communication, reading comprehension, critical thinking, and reading comprehension, our State should seek to adopt a broad scope of partners in addressing skills gaps. Leveraging the State public library network, along with arts and cultural agencies as well as educational institutions (including some of the best small liberal arts colleges in our nation!), offers tremendous opportunities to develop those skills.

Page 40, Lines 6-10

As Maine's public universities and community colleges are included in the analysis of workforce development, education, and training activities, so, too, should be public libraries. Each public library in Maine offers citizens unlimited opportunities for self-education and empowerment. In FY2013, Maine taxpayers spent $31,682, 625 on public libraries, representing a significant investment that we request you consider for inclusion in the sum listed as the aggregate public investment.

Page 42, Lines 2-7

We request that in its articulation of Maine's workforce development investment, the Maine Workforce Investment Board will consider including the numerous other public and private efforts that support job seekers and employers. Specific programs which we offer for consideration include the Maine Educational Opportunity Center, Jobs for Maine Graduates, public libraries, community action programs, economic development agencies such as the Central Maine Growth Council and Chambers of Commerce.

Page 49, Line 21-22

We request inclusion of public libraries as identified partners in network and inclusion of library staff in cross-training opportunities. Inclusion of the Chambers and CAP agencies should also be considered.

Page 49, Lines 23-27

Robust collaboration in workforce development in Waterville has yielded success in increasing access for business and jobseekers. The Mid-Maine Regional Adult Education works closely with the Waterville Public Library, the Mid-Maine Chamber of Commerce, Central Maine Growth Council, the Kennebec Valley Community Action Program, New Ventures Maine, and the Augusta CareerCenter to increase access points of contact for jobseekers and employers. These partners feel that this particular synergy of Adult Education, Chamber, CAP Agency, Public Library, Central Maine Growth Council (or other economic development organization), New Ventures Maine, and CareerCenter has been particularly potent and promising in the development of coordinated, complementary, and consistent services for local employers and local jobseekers in our community.

Page 49, Lines 28-33

We find it encouraging and exciting that the State Workforce Investment Board is seeking to employ technology to increase and improve access to workforce development resources for jobseekers and businesses.

We respectfully request that the State develop a definitive tool kit of online and print resources for jobseekers and employers that could be offered in partner locations, including public libraries and Chambers, throughout the State. Of course, a number of individuals may find daunting any tool kit, no matter how extensive and competent. Our experience serving jobseekers has revealed to us that many job seekers, particularly those who may have the most barriers, require in-person assistance. No Library or Chamber staff member will ever be as knowledgeable as those who are professionally employed by workforce agencies such as the CareerCenters. We earnestly hope that opportunities exist to create a roving service of DOL/CareerCenter employees scheduled at public libraries to provide services and connect individuals with resources.

Thank you very much for consideration of these comments. We greatly appreciate the opportunity to share them with you.

Sincerely yours,
Sarah A. Sugden, Library Director
Tammy Rabideau, Associate Director

February 12, 2016

State Workforce Development Board

Attn: WIOA Unified Plan 54 State
House Station Augusta, ME 04333

Sent via email to swib.DOL@maine.gov

Dear State Workforce Development Board,

Thank you for the opportunity to comment on the State Workforce Development Plan developed in accordance with the Workforce Innovation and Opportunity Act (WIOA).

The Maine Center for Economic Policy (MECEP) is a nonprofit, nonpartisan economic research organization. We advance public policies that help Maine people prosper in a strong, fair, and sustainable economy.

MECEP congratulates the State Workforce Board and its many stakeholders on the development of a comprehensive, forward-looking plan designed to enhance job quality for Maine workers and their families in a stagnant economy.

We were heartened when, in 2014, Congress passed WIOA resulting in the first new federal workforce law in 16 years and one that reflects a very different labor market than existed when it passed the previous Workforce Investment Act in 1998. Today's WIOA places priority on serving low-income adults and youth and provides explicitly that recipients of public assistance and other low-income individuals merit priority in cases of limited funds.

It is therefore important that Maine's unified state plan establishes policies and provides guidance to ensure that resources are allocated and services are delivered in accordance with   this legislative priority and that appropriate priority is given to increasing the education and skills of low-income workers.

While the draft state plan addresses the needs of different populations of low-income workers in many ways, it does not give express preference to these populations, beyond Title I funding, especially in cases where the state does not have sufficient resources to meet the full need.

We urge the State Workforce Investment Board to make explicit the WIOA's articulated priority for low-income individuals.

MECEP further suggests that the State Workforce Development Plan:

1. Encourage employers to offer their workers flexibility in the interest of improving their education level. Family leave, flexible scheduling, and cost-sharing policies can be transformative for working Mainers seeking to improve their skills.

2. Identify ways to complement work and training requirements of public assistance programs such as SNAP. Reduce barriers for people on public assistance to access the workforce development system.

3. Enhance coordination with and funding for programs that provide nonacademic supports to low-income college students (i.e. Competitive Skills Scholarship Program, ASPIRE, and Parents as Scholars).

4. Further emphasize the role that cost plays as a barrier to college enrollment and completion. College debt is undoubtedly a crushing burden for many new graduates seeking employment; however, the prospect of incurring debt often discourages potential students from even pursuing a college education.

5. Establish a separate education goal for Maine adults with some college credits, but no degree. This would be a corollary to the proposed quantifiable state goal related to degree and credential attainment.

6. In addition to increasing access to English language courses, promote strategies that will capitalize on existing language skills in the workforce by connecting companies that do business abroad to workers with second language skills for example. In addition to New Mainers of various nationalities, Maine has a population of second-, third- and even fourth-generation Franco-Americans with retained French-language skills.

7. Further address the unique barriers faced by Maine's rural and "rim" counties —especially access to transportation, sound infrastructure, and good communications (including high-speed internet access) as a means to support both workforce and economic development.

8. Develop specific performance measures to gauge success for Mainers of particular races and ethnicities in overcoming employment barriers. Sixty-nine percent of black Mainers live below 200% of the Federal Poverty Level; their unemployment rate is twice that of white Mainers. Latinos and Native Americans in Maine face similarly high levels of disadvantage.

9. Recognize the barriers faced by Maine's Franco-American community. Ten percent of adult Franco-Americans and Acadians in Maine do not have a high-school diploma or GED (twice the rate of White non-Franco Mainers). Similarly, one in five Francos or Acadians has some college education but no degree. English-language proficiency may account for some of this trend, but the 2012 State Taskforce on Franco-Americans also identified a sense of non-inclusion among Franco-Americans at Maine Colleges.

We would like to take the opportunity to commend the Board for the plan's inclusion of:

*   "One-stop shops" for workforce training and development. One of the scarcest resources for low-income workers is time, and workers should be able to access opportunities

without chasing a variety of paper trails at numerous state agencies.

- Improving the coordination between state educational agencies, especially the University System and Community College System. Students are perennially frustrated at the lack of reciprocity across, and even within, the systems.

Again, thank you for the opportunity to comment. We appreciate your consideration of the issues we have raised.

Sincerely,

Garrett Martin Executive
Director

Please see comments below, also attached in separate document, on the WIOA 2016-2020 Unified Plan as were discussed at this months Statewide Homeless Council meeting. If you have any questions please free to contact me.
Thank you for your time and consideration of these comments.
Best,
Aaron

Individuals with Employment Barriers
Page 25. line 37
Include individuals experiencing homelessness as a barrier to employment.

Other Publicly Funded Employment and Training Programs
Page 42 line 6
barriers including those experiencing Homelessness

Strengths and Weaknesses of Workforce Development
Pg. 48 Line 35
Include individuals who have extensive knowledge of homelessness in the planning and development.

Strategic Objective: Create and Align Our Outreach and Communication to Achieve the Vision
Pg 54 line 35
Increase outreach to under served communities by actively participating in Regional and Statewide Homeless council's, and Regional Continuum of Care's to increase collaboration.

State Strategy Implementation
Pg. 57 line 17
Including housing resources that may be applicable such as HUD voucher programs and Stability Through Engagement Program (STEP) for those experiencing homelessness as a barrier.

Strategic Objective: Increase Relevance of WDS to Employers
Page 61 line 17
Add both Statewide Homeless Council and Regional Homeless Councils
as to eliminate a duplication of services.

Strategic Objective: Produce and Educate a Skilled Workforce
pg 70 line 1
Include in the list Continuum of Care Leadership and Statewide Homeless Council as key players.

Produce an Educated and skilled Workforce-Alignment with Activities Outside the Plan
pg. 72 line 2
Local General Assistance offices

Aaron Geyer
Program Coordinator
City of Portland-Home To Stay

Public Commentary of Brad Stout of Vassalboro, Maine on behalf of Associated Builders & Contractors of Maine regarding the "Workforce Investment and Opportunity Act Unified Plan"

My name is Brad Stout, a resident of Vassalboro, Maine, General Manager at Coutts Brothers Incorporated and the Chairman of Associated Builders and Contractors of Maine (ABC Maine). I am offering comments today on the Workforce Investment and Opportunity Act Unified Plan.

Coutts Brothers Incorporated is a family owned and operated business based in Randolph. For more than 50 years we have worked in utility construction, maintenance and inspection for utilities as well as industrial, commercial and private customers. Our logo bears the slogan "Safety is Our Priority" and our entire team is committed to that philosophy. Our ownership and management team values our employees (and their families) and we make every effort to better their quality of life. ABC Maine is a statewide construction trade association representing merit shop construction and construction related firms throughout the state with a mission to develop a more skilled and safe workforce and advocate for the construction industry on matters of public policy believed to have industry-wide impact.

We commend Governor LePage for his vision to initiate this effort and also those who performed the work to see it through. We understand what it takes to complete projects of this magnitude and truly appreciate the commitment to the cause. As an industry that relies on a skilled and safe workforce and who is committed to continuous improvement, we appreciate the public policy discourse that a formal plan like this aims to promote.

Workforce development is a serious issue facing industries across the board. Fostering a collaborative approach to solving our workforce issues, as this plan suggests, is certain to produce the most effective and meaningful outcomes.

ABC is the leading catalyst in workforce development for the construction industry here in Maine. We put great emphasis in building and maintaining working relationships with educational programs across the state. Although we rely on a spectrum of educational venues to aide us in developing our workforce, as an operations dominant industry, our primary focus and most advanced relationships lie within the career and technical education (CTE) community, both at the secondary and post-secondary levels, but, particularly the Vocational Technical Centers.

In most cases, over the years, these have become longstanding and meaningful to the point we consider them, and typically refer to them as our "partners" in education. I believe in most cases they would say the same about us. One shining example of our commitment to each other is ABC's Annual "Craft Championships" competition. This one-day event, held annually at the Augusta Civic Center draws well over 1,000 vocational high school students, construction firms and policy makers from around the state. It has become the showcase event for construction education. Other examples of our mutual commitment involves curriculum standards; ABC member firm's involvement in program advisory committees; and CTE involvement in affiliate education foundation.

The CTE programs are very important to our industry, but more importantly to the economy as a whole and thus we would ask that as you continue to implement this plan, you keep them in mind and include them in the process when relevant to the discussion at hand. Thank you in advance for your consideration of our perspective and please don't hesitate to reach out to us if we can be of help.

728 Maine Street, Suite 4, Richmond, Maine 04357 • (207) 623-4500

Public Commentary of Jonathan Sacks of Palmyra, Maine on behalf of Associated Builders & Contractors of Maine regarding the "Workforce Investment and Opportunity Act Unified Plan"

My name is Jonathan Sacks, Power and Energy Training Manager at Cianbro Corporation and Chair of the Down East Construction Education Foundation. I am offering comments today on the Workforce Investment and Opportunity Act Unified Plan.

Cianbro is a Maine Based Construction company which understands the vital importance of workforce investment. As a company we have committed substantial resources to training and development and understand that our success is inextricably linked to employing dedicated and qualified people in every aspect of our work.

The mission of the Down East Construction Education Foundation (DCEF) is to provide support, promote, enhance, and create opportunities for education to meet the needs of the construction industry; assist people interested in the construction industry to enhance their skills; develop alliances with educational institutions and other organizations. It has been my priviledge to sit on the DCEF

Over a period of many years and develop meaningful and productive working relationships with many from the Maine's educational community especially those dedicated educators working in CTE and Community College programs. The ABC/DCEF Annual Crafts Championships is a display of those collaborative relationships in action; as well as the DCEF's Books for kids program which offers to pay for one half of the costs of text books for schools who commit to teaching relevant and up to date material which reflects the construction industry of today and offer them the nationally recognized NCCER credential.

The Workforce Investment and Opportunity Act Unified Plan offers a blue print for collaboration between public education, Maine employers, industry associations, and State, regional and local government to better develop the labor force which will be required for our great state to flourish in the future. Its focus on coordination of effort, relevant standards and promoting career path ways for Maine residents is right in line with the ideals of DCEF. We appreciate Governor LePage's leadership and the work of the steering committee in putting the plan together. The Down East Construction Foundation supports this plan and look forward to benefits to our state as a result of its successful implementation.
Investment and Opportunity Act Unified Plan

728 Maine Street, Suite 4, Richmond, Maine 04357 • (207) 623-4500

February 11, 2016 Sent Via Email
State Workforce Board
Attn: WIOA Unified Plan
54 State House Station
Augusta, ME 04333

Dear State Workforce Board Members;

Thank you for your work in preparing a detailed plan addressing workforce issues and opportunities in Maine. It is a very thorough document and I found it interesting to read.
I believe it is appropriate to include in the plan some discussion in regards to helping Maine companies to learn how to attract, retain and plan for a skilled workforce. I would recommend the following amendment to your opening premise statement.

The success of Maine's economy will ultimately be determined by the strength and quality of its workforce and the ability of employers to fill their need for skilled labor *and their ability to attract and retain skilled labor.*

Talent attraction and talent retention have recently become a science onto their own and are critical components for employers to gain competitive advantage and become more agile in the marketplace. In addition, many existing employer processes are rooted in previous eras and do not reflect the needs of today's Innovation Era which requires employees to Connect and Collaborate. The Innovation Era requires employers to:

• Develop "Opt-In" organizations with the ability to quickly change and provide more agile solutions.
• Build flexibility and choice, meaningful purpose into company cultures.
• Create conditions in which talent is leveraged and unleashed allowing talent to thrive.
• Ensure the engagement and retention of employees critical to achieving an organization's strategic goals. (Note engagement is already mentioned in the Unified Plan and typically engagement is created internally, within an employer's organization).
• Reward agility, teamwork, collaboration and ambition.

This current environment also has ushered in an era of Strategic Workforce Planning which has also developed into a science. Most employers already have in-depth plans, measurements and analysis related to their sales, financials, supply chains, operations and now need to have that same focus on their workforce. More and more of an Employer's cost has moved away from the traditional capital equipment and facilities and into the knowledge of its workforce requiring the need for additional focus, analysis and planning for the workforce. Utilizing Strategic Workforce Planning would allow employers to have a systematic process in place that would result in feeding upcoming and current skills gaps to Educational and other partners.

It is interesting that funding organizations provide funds to organizations that do not have workforce plans. They may require key employee contracts but more and more the workforce and not the traditional key employee is a growing factor in the success of an organization and having a workforce plan will most likely also be a requirement for future funding.

Some of the other areas in which employers need to focus include:
• Developing a High Performance Culture.
• Developing High Impact Human Resources Functions and focusing HR on Business Strategy.
• Aligning the workforce with the business strategy.
• Focusing on Employer Branding and the Candidate Experience.
• Utilizing Predictive Metrics and Analytics in relation to the workforce.
• Revolutionizing Learning and Development and developing a Learning Centric Culture.
• Assessing the Impact of Future Automation on the Workforce.
• Developing Internal Mobility and Succession Plans throughout the workforce.
• Implementing Strategic Workforce Planning.
Typically, you may conclude that such issues are internal company issues. I would advise that the pace of change is so great and will continue to intensify and the availability of needed talent will continue to decrease.
Much like the workforce in Maine, employers also need to learn new skills related to attracting and retaining talent and in the area of workforce planning. Those employers who are prepared and can quickly adapt are

the winners in this economy and anything that the State of Maine can do to help organizations to learn, understand and implement these types of initiatives will only make Maine employers more competitive in the marketplace. These concepts and practices can benefit all sizes of organizations and as stated in the Unified Plan; a majority of Maine employers are smaller, these employers may not have resources available to assist in this area.

To sum it up, I would recommend that the State Workforce Board include offering assistance in these areas in the Unified Plan. In my opinion, what Maine employers do to attract, retain and plan for employees is a part of the overall workforce development system as the employees also benefit from these practices.

Please let me know if I can provide the State Workforce Board with any further information and thank you for the opportunity to give input into the Unified Plan.

Regards,
Keith
Keith W Eustis, SWP, sHRBP
President
Port Professional Staffing LLC
Also, A Resident of Gorham, ME
Cell: 207-274-3514
Email: keith@PortProfessionals.com

Page 15, line 4-13: This paragraph gives theories about why the Labor Force Participation Rate has changed negatively for workers under age 55, but it does not mention why there has been such a disparity between those under 55 and those 55+.

Page 25, line 7-13: Overall, there is very little information in this Unified State Plan regarding Older Workers – 1 paragraph out of a 237 page document. Maine has the highest median age in the country and is second only to Florida for persons 65 and over (in percentage of population). http://www.census.gov/quickfacts/chart/AGE775214/00 By 2020, that portion of our population is projected to be 22%. Although the older worker's labor force participation does decline due to health concerns, etc. the overall number of possible workers should give that group a higher standing in this document.

Page 43-44, "Table 6…SCSEP": Please update description – "The Senior Community Service Employment Program (SCSEP) is a community service and work based training program for unemployed, low-income persons over the age of 55 with significant barriers to employment. Authorized by the Older Americans Act (Title V), the program provides subsidized, service-based training by placing Participants in non-profit and public facilities. Participants are also able to participate in workshops such as self-esteem improvement and resume writing. Individuals train for an average of 20 hours per week and receive a minimum wage level stipend. It is intended that the community service training serves as a bridge to unsubsidized employment opportunities; SCSEP's goal is to place over 35% of its Maine Participants into unsubsidized employment annually."

Dave Collins
Community Programs Specialist
Database Administrator
Maine DHHS-OADS

Hello,

Unfortunately, I will not be able to thoroughly and thoughtfully review this document due to its length and the short comment period.

My main interest is in the document's plan for addressing the workforce crisis as it relates to Direct Support Professionals. These are positions which require a HS Diploma/GED and involve working directly with individuals with intellectual disabilities and/or mental illness in group and/or individual settings – homes, apartments, employment.

For the past 48 months, OHI has averaged 30 DSP vacancies per month; 69% were full time openings and 31% were part time openings. The highest number of DSP vacancies was in July 2015 and the lowest number of DSP vacancies was in July 2013. Trends by month do not indicate any significant change in vacancy data by month or season of the year.

OHI has used many methods to recruit DSPs and on average has hired an average of 117 of DSPs per year over the past four years.

OHI has averaged 39.74 % for DSP turnover for the past four years:
2015:   42.42%
2014:   43.43%
2013:   37.89%
2012:   35.22%

Our data is quite similar to that of other providers like OHI – Charlotte White Center in Dover Foxcroft and J F Murphy Homes in Auburn to name a couple.

I will be reviewing the document at a later date in hopes of finding some help with the workforce crisis..

In the meantime, on Page 38, Table 4, OHI is listed as an "Assisted Living Facility for the Elderly". That is not accurate. OHI provides supports and services to people with intellectual disabilities and mental illness. If you could make that change, it would be appreciated.

Mindy
Melinda Ward
Associate CEO/Director of Support Services
OHI

To Whom It May Concern,

I oversee Talent & Diversity for Eastern Maine Healthcare Systems (EMHS) which includes a large portion of our system recruitment functions and we very much agree with the premise that the success of Maine's economy will ultimately be determined by the strength and quality of its workforce and the ability of employers to fill their need for skilled labor.

At any given time we have over a thousand open positions throughout our system ranging from the greater Portland area to Presque Isle, many of which require highly educated, skilled and licensed/certified individuals. While our preference is to hire talent from our local communities, the dearth of qualified applicants in Maine to adequately meet our hiring needs has led us to begin aggressively sourcing in New England, nationally and internationally. As the graph representing "Most net job growth through 2022" in the report indicates, the most growth is expected in healthcare so we do not anticipate that our needs will decrease but may, in fact, become more complex with changes taking place in healthcare.

I have read through the current draft of the plan and it is clear that a great deal of thought and planning has gone into the creation of it. I did want to share some general comments about our current and foreseeable hiring challenges that may be relevant to the plan and implementation:

1) Nursing positions are one of our biggest challenges and by far are the largest percentage of types of positions we are routinely tasked with filling. We are not training enough nurses in the state to meet our needs and my understanding is that this is, in part, due to the fact that educational institutions don't have the faculty to be able to accept more students into programs and therefore end up turning qualified applicants away. I did not see anything in the plan specifically focused on addressing this issue which could be approached in collaboration with healthcare employers, educational institutions, and the state.

2) In addition, there is more demand for nurses with bachelor degrees than ever before but the costs and other barriers are significant for associate degree nurses to attain higher degrees even when they receive tuition assistance and some work flexibility from their employers. The creation of better bridge programs to meet this gap would make a huge difference to many.

3) This is also true for CNAs and others who desire to achieve their nursing degrees but don't see a reasonable way to do so.

4) In addition, there are several allied health professions that we don't train at all in Maine (one program has closed or is near closing in the Maine Community College system) and a review of how we could do a better job of growing our own while we also attract talent from outside the state would be beneficial.

Finally, while there are many wonderful people who have been informing this process, I don't see many of the largest employers in Maine represented in the group and I would strongly suggest that implementation include more of them so that this plan can be maximized to partner the state with educational institutions and employers in as helpful and meaningful a way as possible.

Thanks very much for the opportunity to comment on the plan.

Sincerely,
Catharine MacLaren, Ph.D., LCSW, CEAP
Vice President | Talent & Diversity | EMHS

To Whom It May Concern,

I believe this program should be available to all citizens under that regular guidelines. I have notice through out the state of Maine career centers that your advocates that enroll in this program are not only unqualified to help people in Maine to reach there training potential but also unqualified to place citizens of Maine in the correct Training school having them not only to drop out of the training or not completing the training but also wasting tax payers money in turn these Workforce Development employees that work in the career center not only blame the citizens of Maine for trying to reach what is best for them unsuccessfully when in fact you have unqualified staffs that are suppose to direct unemployed to a successful career in the right training program for example some schools should not be listed and some should be listed because some schools that are listed are only out just for the money and not work with the unemployed student to succeed in training.

The problems is with this WIOA program is that you have career counselors that work directly with the WIOA program in each county that is not qualified to be even assessing unemployed for types of training and education because they do not know exactly what the plan/plans is right for the unemployed which in fact results to a waist of Tax payers money. Adult workers in Maine are having extreme difficult time reaching employments as we know it because we are being Discrimination against our age and this is a complete fact even though we can not prove it however, the evidence is out there. So when it comes to an adult worker to reach out to try to receive and enrolled in the WIOA program, your unqualified career counselors that work with the WIOA program is very incompetent in the directions of the kind of training and educations resulting in failure which is in fact should be in the hands of the career centers responsibility and not the unemployed since someone that has been unemployed for a very very long time should know what is best for the type of education and training that would closely matches there life long work history.

Example the career center of the southern Brunswick Maine only focus on the young unemployed mostly while denying Adult workers. I believe that the qualifications for these advocates in the bath Brunswick career center is not met and should be held responsible for the unemployed. Another problem is that the WIOA program is under strict scrutiny leaving the unemployed at fault of unsuccessful when in fact it is really lies in the hand of your career centers WIOA advocates.

Lana Smith

The plan begins and ends with the following premise: ***the success of Maine's economy will ultimately be determined by the strength and quality of its workforce and the ability of employers to fill their need for skilled labor.*** (Like that a lot)

In the beginning of the plan (page 17, lines 6-10) it talks about the available labor supply lacks the knowledge and skills they need and (page 17 lines 14-15) at present, there is no way to catalog or inventory skills to determine who possesses what skills and to what level. (Page 13, lines 20-28) it mentions Maine will develop a world class talent pool and lead in technology and innovation. (Page 17, lines18-24) High rates of displacement from manufacturing production, construction, office administrative support and certain other occupations, and (page 85, line 7) states: To tap into the full potential of the overlooked populations of the labor pool. On top of that, Veterans are put into a category of "disenfranchised populations" (Page 84, line 17)

Looking at this plan with the veteran's lens, I realize that this plan is referring to the entire population who are capable of working and going to school. However, I think that veterans should be considered as a **core population**, *not a disenfranchised population*! As we all know, veterans, current military are trained, have the soft skills, and are Ready2Work……already. I think that a huge labor population is being over looked, referred to as a disenfranchised population in this plan.

Many current military, veterans have military training, have been trained to standards, have been tested throughout their time in the service, on the battle field etc. Many have the skill sets in the Manufacturing, Health Care, Construction, Logistics, Finance, Administration, Transportation and the Trades Industries. All have the ability to have those military schools and trainings, transferred into college credits, many should probably be allowed to transfer to civilian certifications and just a few required classes or none at all. My point is we have a "Core Population" of quality workers already. We just need to tab that population better and have the ability through the State to have their experiences transfer to the skill sets that the employer is looking for.

The veteran/current military individual vs. a freshly school trained student will be the better employee as they are already experienced in so many more ways than the school trained student, due to the soft skills, discipline, the leadership skills they already have and the experience.

So to sum it up through a veterans lens, I do not like veterans being categorized as a "disenfranchised population, " and I think we have a veteran/current military labor pool in this State that has not been tested. The HAVC certainly helped, however we can do so much better.

Also, I we should be promoting the "Living in Maine" website to all military post, all TAP Classes and promoting all the jobs here in this State.

Skills GAP

"There has been a great deal of discussion about a rising skills gap as the recovery has advanced and unemployment rates have reached very low levels. Many businesses and trade associations agree that the **available labor supply lacks the knowledge and skills they need.** Quantifying the gaps between the skills that employers seek and those that job seekers possess is challenging. Skills are attributes of performance requirements, ranging from basic functions such as hand-eye coordination, repetitive machine feeding, and following instruction to advanced functions such as deductive reasoning, analytical thinking, and complex problem solving. **At present, there is no way to catalog or inventory skills to determine who possesses what skills and to what level.** Though we cannot broadly define or measure skill gaps, we can

see indications of a mismatch between employer needs and the available workforce in job trends over the last decade."

(Page 13, lines 20-28) ***Maine will develop a world-class talent pool and lead in*** *technology and innovation. Maine will build its workforce through a multi-faceted approach that includes developing career pathways that lead to in-demand jobs*. To mitigate barriers to employment, the workforce development system will coordinate and align activities that build the foundational skills of workers and individuals, improve the transitions between education and employment, foster greater occupational awareness, define certifications and industry recognized credentials, and develop a systematic means for the state to measure, gather and aggregate data on creden-tial attainment.

(Page 17, lines18-24) **High rates of displacement from manufacturing production, construction, office administrative support and certain other occupations** during the recent downturn left many people whose previous experience was in functions that valued physical labor, routine, and following direction looking for work in an environment in which good paying job openings have been concentrated in the professional services, healthcare, and education sectors in managerial, professional, and technical occupations. High demand jobs that pay well in those sectors require skills such as critical thinking, problem solving, reading comprehension, social perceptiveness, and communication. (page 18, lines 1-3) The transition from operating a machine on a production line to running a diagnostic imaging machine in a hospital or lab is complicated and involves learning entirely new skills in a very different environment.

TABLE 1: OTHER PUBLICLY FUNDED EMPLOYMENT & TRAINING PROGRAMS

| Jobs for Veterans State Grant (JVSG) | $0.9 | | Jobs for Veterans State Grant funds are allocated to State Workforce Agencies from the Department of Labor's Veterans' Employment and Training Service (VETS) in direct proportion to the number of veterans seeking employment within their state. |
| | | MDOL | The grants support two principal staff positions: Disabled Veterans' Outreach Program Specialists and Local Veterans' Employment Representatives. This grant provides funds to exclusively serve veterans, other eligible persons and, indirectly, employers. |

This is a great program and needed in the States, Veterans working with Veterans actually works! The veteran, who is a jobseeker, certainly prefers to work with another veteran. There is an understanding of each other, a gesture/comment that can be made between each other that is understood and usually successful.

GROW AND DIVERSIFY MAINE'S WORKFORCE THROUGH IMPROVED ACCESS AND ENGAGEMENT—CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGIES

(Page 84, line 17)

To meet this challenge, Maine's core programs are committed to grow and diversify Maine's workforce through improved access and engagement by developing strategies to engage **disenfranchised populations** including, but not limited to, people with disabilities, **veterans**, women, older workers, people without a high school diploma, ex-offenders, individuals with language barriers, female heads of households with dependent children and out of school youth. Reflecting these ideas, state agencies are adopting the slogan, "We need every Mainer".

(page 85, lines 7-16) **To tap into the full potential of the overlooked populations of the labor pool**, it is essential to develop a system where the coordination of services and a robust referral system are the norm. Central to the outreach plan outlined above is the development of a cross agency case management system for all program participants. The case management approach is especially relevant for participants with barriers to employment to ensure accessibility to universal services. Case managers will help participants navigate through the workforce development system and serve as liaisons between departments and agencies. Core partners are committed to working together to develop statewide, interagency training of frontline staff to ensure that all partners are aware of the programs and services offered within the workforce development system.

GROW AND DIVERSIFY MAINE'S WORKFORCE THROUGH IMPROVED ACCESS AND ENGAGEMENT—ALIGNMENT WITH ACTIVITIES OUTSIDE OF THE PLAN

Veterans and incarcerated individuals are just two of the target populations whose primary agencies are outside the core partners. As such, establishing strong partnerships with the Bureau of Maine Veterans Services and the Department of Corrections (DOC) is essential.

Mark A. Cater
CareerCenter Representative
Local Veterans Employment Representative

Page 208 on the Word Doc version line 7 stops abruptly (not sure about pdf version… my pdf is messing up bad).

"The means for affording veterans priority in labor exchange referrals is through "first opportunity." When a job match is made to a new job order, the applicant database is first searched for disabled veterans and non-disabled veterans. When veterans are identified, they are provided referrals to positions prior to referrals being made to the general public. Disabled veterans receive first priority. The priority service requirement is communicated to CareerCenter managers who, in turn, communicate it to all staff. DVOPs and LVERs are responsible for advocating for veterans and monitoring the priority of service principle. Any case where a veteran is denied services over a non-veteran will be documented and"   ????

Line 8 header for "Definitions" section.

The only other thing I would suggest is mentioning steps already taken by the State of Maine to draw in new Mainers (i.e. Veterans pension being state tax exempt) huge draw if can get the word out.

John W. Wagner, AECS(AW) (USN/Ret)
CareerCenter Consultant
Disabled Veterans' Outreach Program Specialist

Hello,

I read your e-mail about the upcoming development of a State Workforce System. It struck me the it may be similar to a project undertaken by Goodwill Industries of North New England based in Portland, ME. We developed a cloud based system for them with the ability to define and set up web based forms for information capture, case management, reporting and data mining. The forms range from Client Intake, Demographics, Objectives, Job Placement and Follow-up. I was wondering if you may have use for a similar system for your initiative.

We are a small software company based in North Yarmouth, ME. We would welcome an opportunity to show you the Workforce system we have built.

Regards,

Charlie Haight
Cedar Springs Technologies, Inc.

Good afternoon   I was briefly scanning the Labor document that is posted and available for comment I was wondering do you have an Executive Summary document available for viewing ?   This document looks to be very well composed and notably due to its materiel matter making it a bit large in length. Before folks like myself invest too much time or decide not to invest anytime due to size alone, the availability of an "highlighted version" may help gain a broader comment audience.

Respectfully,

Michael Bazinet
President, Creative Digital Imaging

Dear Commissioner Paquette, Fred and Garret-

I just wanted to follow up on the presentation of the plan today. I had intended to be there in person, and in fact, had started driving to Augusta, but had to turn back due to an unforeseen problem.

First, I would like to commend the process by which the plan was developed. The background research, the retreat work and the follow-up planning involving multiple stakeholders has led to a strong product. I think it presents a great vision for workforce development in Maine. I think the creation of the STEP team alone will go a long way toward better coordination. I also agree with Kevin's comments that the devil is in the details, and I'm looking forward to the development of the action steps and implementation plan. I couldn't really hear on the call what the timeline for that is.

As I mentioned on the phone, the only areas that I would like to see a little more emphasis on is the linkage to K-12 and on strategies for connecting people who are in post-secondary training with employers while they are still in school (internships/apprenticeships). Unless people really know and understand the opportunities available to them, we will have difficulty retaining them in Maine. And of course, real work experience helps people make better informed education and career choices.

Wearing my economic development hat, I'm glad to see the emphasis on coordination with the economic development system. I noticed several references in the plan to professional development, and I think there are professional development opportunities for ED people to learn more about workforce in addition to the workforce development professionals to learn more about economic development. I am on the board of the Economic Development Council of Maine, which is reinvigorating its professional certification program, and we would like to include a strong emphasis on workforce development in our training. We would welcome the opportunity to work with the DOL team and regional boards on those professional development programs.

Also, I liked the comments Ginny made about providing an example of what "it" looks like when the goals of this plan come together. I was involved in the project she referenced, and it really engaged economic development, workforce development, education, trade associations, research and development and the companies themselves. The project took both a "30,000 foot" view in trying to build the systems to support the industry we were working with, but then also provided direct and holistic assistance to individual businesses, helping them to find and train employees, develop innovations to help them remain competitive, and find the capital and other economic development resources they needed to grow their businesses. The initiative certainly wasn't without its bumps, but I think it is one of the best examples we've had of trying to actualize the vision in this plan. This may not be required in this iteration of the plan, but may be something to include in the implementation plan.

Finally, I will be touching base soon with my colleagues from the University System: Gilda Nardone, who chairs the women's employment committee, and Rosa Redonnett, who will be taking my place on the Program Policy Committee, about the plan. We are touching base regularly to coordinate our work with the State Board and to help engage our UMS colleagues. We will forward any additional comments once we have had a chance to confer. In addition, I'm sure we will want to be plugged into the development of the implementation plan, so please let us know how we can begin to engage in that part of the process.

Thanks again for all of the work and vision that went into the plan. Congratulations!
Regards, Renee Kelly

February 10, 2016 State Workforce Board

Attn: WIOA
Unified Plan 54
State House
Station
Augusta, ME
04333

Dear Workforce Board Members,
The Maine State Library provides the following comments on the State of Maine WIOA 2016-2020 Unified Plan.

GENERAL COMMENTS AND STATEMENT:

Maine has 266 public libraries in all counties in Maine. From the smallest libraries serving island populations of under 100 to our large libraries serving Portland, Lewiston/Auburn and Bangor, libraries serve as anchor institutions for their communities. They are vital hubs of community access to technology, resources for learning (online and paper) and facilitators of all literacies.

The latest federal annual public library survey statistics for Maine reveal that public libraries in Maine had 6.6 million visits and 750,000 Mainers have a library card. Libraries report that over 1.7 million Internet computer sessions were tallied as Maine citizens used computers with high speed broadband connections. Over 230 Maine libraries had 100 mbps fiber connections installed, many libraries have connections up to 1gigabit.

Maine public libraries help job seekers every day. From setting up email accounts, facilitating assistance with the Maine Job Bank, navigating the Unemployment Insurance process, to assisting in job searches and creating and uploading resumes, Maine public libraries are the local resource, the local place, the local assistance when a Career Center/One Stop is too far away, transportation is unavailable, or a babysitter can't be found.

The Maine State Library suggests that the State of Maine 2016-2020 Unified Plan for the Workforce Innovation and Opportunity Act acknowledge and include public libraries as providers of service to the unemployed and under employed. Working together, libraries and the public workforce system can make it easier for job seekers to get employment and training services that can lead to better jobs, improved career pathways, and sustainable wages. Libraries are ideal partners for the workforce system to make it easier for people to find the job and career information they need. Libraries are information and literacy professionals.

What Maine libraries do to help Maine's workforce:
• Libraries offer Internet access; welcoming spaces; local access to job assistance, Saturday hours and most importantly, librarians to serve as information navigators.
• Libraries offer informal training in digital literacy, helping people learn how to use computers, navigate the web and find the best and most useful information. Many offer formal classes as well.
• Libraries provide training and assistance in the art of job seeking.
• Libraries support the nurturing of local entrepreneurs.

The new WIOA includes opportunities that "better align federal resources and call for local community- based partnerships to increase access to services. WIOA explicitly identifies public libraries as potential partners of the American Job Center network, and acknowledges libraries' ability to provide an expansive array of job search services. It also recognizes libraries as important providers of federally supported training and employment for adult education and literacy. WIOA instructs state and local workforce development boards to boost "digital literacy skills" at American Job Centers — a task perfectly suited to public libraries!"

See: https://www.imls.gov/news-events/upnext-blog/2014/11/libraries-and-workforce-innovation-and-opportunity-act
http://sites.ed.gov/octae/2014/11/14/libraries-and-the-workforce-innovation-and-opportunity-act/

All Maine libraries have access to first class online resources provided by the Maine State Library through federal, state and MTEAF funds. Many of these resources provide what job seekers need. Every day, people in Maine communities use libraries to access the Web for career development—boosting their skills through online learning, improving their English literacy and digital literacy, and finding work. Our libraries can do even more with better collaboration with state and local workforce boards.

We want to work with Maine's State Workforce Investment to deliver better coordinated services so that students and jobseekers acquire the skills needed in a competitive 21st century economy.

SPECIFIC COMMENTS:

Section: Overview, Page 8, Lines 20-28

Public libraries in Maine lead in technology and innovation and would like to be a part of a multi-faceted approach.

Section: Overview, Page 9, Lines 10-13
Include public libraries as part of the workforce development system. Libraries transform lives and innovate.

Section: Current Job Demand, Page 18, Lines 12-38
The Maine State Library provides access to an online service that provides skills building, test preparation, practice tests, in many of the sectors. It would be good to have some statement about leveraging these resources. See attached appendix with additional information about content in the LearningExpress suite of programs.

Section: Individuals with Employment Barriers: Female Heads of Households with Dependent Children, Page 24, Line 29
Barriers of access (transportation and affordable childcare can be lessened by the use of the local library as a space to provide services or provide access through technology to the regional One Stop

Section: Individuals with Employment Barriers: Persons with Language Barriers
Page 25, lines 23-34
The Maine State Library is considering a statewide license for an online language learning tool. These are already in place via library websites in Bangor, Portland, and Lewiston/Auburn. Collaboration and communication with the Maine State Library regarding such tools assists us in making decisions regarding implementation of online tools as well as other users in the state besides libraries.
See examples: https://www.portlandlibrary.com/ppl_research/mango-languages/
http://libraryla.org/languages

Section: Individuals with Employment Barriers: Education of the Workforce
Page 26, Line 26
A library service provider offers an online high school diploma (not a GED). If this is a goal of the DOL and Adult Education, the Maine State Library would explore a partnership to provide such a service.
See example: http://www.njstatelib.org/services_for_libraries/innovative-initiatives/yourdiploma/

Section: Other Publically Funded Employment & Training Programs
Page 42-44, Lines 2-14 and Table 5
Include investments made by the Maine State Library in LearningExpress , specifically the Job & Career Accelerator, Computer Skills and the Workforce Skills for 21st Century Success. This is a 4year investment of the Maine State Library's Federal LSTA funds of $683,779

Section: Other Publically Funded Employment & Training Programs
Page 45+, Lines 36+
This section would be a good place to describe the Maine State Library and public libraries in the state. Libraries are educational institutions and invest in resources and people to specifically work with unemployed and under employed individuals, as well as Maine entrepreneurs.

Section: Strengths and Weaknesses of Workforce Development Activities
Page 48, Line 24-30
Maine libraries are already serving as access points for job seekers in rural Maine, providing assistance with resume writing and job search activities as well as offering access to online training through Learning Express. Those institutions could be further supported in their efforts through staff development training provided by the SWIB and financial supports to allow librarians to have more time dedicated to the work.

Page 48, Line 31-36
There is a great advantage for MSL, public libraries, SWIB, DOL and Adult Education to coordinate, communicate and align resources and activities. Workforce development is happening at public libraries and using libraries as place with high speed internet, online and paper resources and staff provides great opportunities.

The **Waterville Public Library** brings career services expertise and personnel to the people of Waterville.

- **It partners with a variety of organizations, including the Augusta Career Center, New Ventures Maine Career Counselors, KVCAP, and Mid-Maine Regional Adult Education.**
- The library hosts job fairs, information sessions and job interview sessions.

The Waterville Library will also be providing comments to the Unified Plan. Workforce development is fully integrated and embedded into the Waterville Public Library's mission and activities. Funding to continue and expand these efforts should be made available through WIOA.

Portland Public Library - https://www.portlandlibrary.com/topics/careers-jobs/

Careers & Jobs: Searching for a job? Let the Library help you get started with job seeking resources selected by our expert librarians. Using PPL's Career Resources, you can learn about careers, create a resume, find and apply for jobs, prepare for

interviews, take practice tests, and more. We offer free computer access to the Internet, as well as wifi service, expert staff assistance and robust collections to support your search.

Comments from the **Caribou Public Library:**

- **Maine services for the workforce are clustered: Community Colleges, university campuses, and OneStop centers are delivery centers, yet they tend to be clustered within the same community. In Northern Maine, all three are located in Presque Isle, with only Adult Ed in Caribou. This exacerbates the commute problem - if you can't get to one of these service centers in Presque Isle, you can't get to any of them.**
- Proposed changes in this plan to digital delivery: The digital transportation system isn't too much further ahead in many rural areas than the physical one. Creating digital portals for training won't help workers in areas who do not have good access and lack the skills to navigate the system if/when they do get access. Many come to the library and require labor intensive assistance beyond what library staff can handle 100% of the time.
- This last point comes back to manpower. Many libraries are providing or can provide space, but lack the manpower. The Caribou Public Library has less than 4 FTE provides assistance as people walk-in, many times referred to the library by the career center or other organizations. The Caribou Public Library hosts ASPIRE and National ABLE Network/SCSEP workers. The Senior Community Service Employment Program (SCSEP) is using the Caribou Public Library for their training classes due to some issues at the Presque Isle Career Center.
- A recommendation would be for a roving service of DOL/Career Center employees scheduled at libraries in rural Maine to provide services.

Section: Strategic Objective: Increase Operational Effectiveness
Page 53, Line 37
Installing Career Center Service kiosks/workstations in public libraries in targeted areas would provide a strategic way to collect data in hard to serve locations.

Section: Strategic Objective: Produce an Educated and Skilled Workforce – Core Program Activities to Implement the State's Strategy
Page 69-70, Lines 37-39, Lines 1-4
The Maine State Library and/or a public library representative should be included in the State Team for Educational Pathways (STEP)

Section: Align the State's Commitment and Investment In Maine's Workforce – Partner Engagement with Educational Institutions
Page 78, Line 23+
There is a role that public libraries can play in instilling, supporting and reinforcing life-long learning. Libraries are places of informal learning as well as a large support system for students enrolled in courses at formal educational institutions. All learners should have a public library card! Grants are available through a variety of funders to MSL and individual libraries. MSL and libraries are able to work with DOL and Adult Education on target areas for workforce grants. Partnerships like this make grant applications stronger.

Section: Grow and Diversity Maine's Workforce through Improved Access and Engagement – Core Program Activities to Implement the State's Strategies

Page 84, Lines 20, 25-26
If state agencies are adopting the slogan "We need every Mainer", the Maine State Library and Maine public libraries can state that "We serve every Mainer". It is both logical and innovative to use public libraries to reach special populations – we are already serving them.

Section: Grow And Diversify Maine's Workforce through Improved Access and Engagement—Leveraging Resources to Increase Educational Access
Page 85, Lines 32-40
The Maine State Library provides Braille services to qualified Mainers. We can work with prison libraries to expand access to resources to aid in the transition from corrections to adult education.
Page 86, Lines 1-7
The Maine State Library is considering a statewide license for an online language learning tool. These are already in place via library websites in Bangor, Portland, and Lewiston/Auburn. Collaboration and communication with the Maine State Library regarding such tools assists us in making decisions regarding implementation of online tools as well as other users in the state besides libraries.
See examples: https://www.portlandlibrary.com/ppl_research/mango-languages/
http://libraryla.org/languages

Section: Grow And Diversify Maine's Workforce through Improved Access and Engagement – Coordination, Alignment and Provision of Services to Individuals
Page 86, Lines 30
Libraries have robust technology in Maine. It should be utilized in workforce development for WIOA.

Section: Create and Align Our Outreach and Communications to Achieve the Vision— Core Program Activities to Implement the State's Strategy
Page 90, Lines 16-33
WDS marketing materials can easily be distributed via the local public library and should be part of the Outreach and Communications Plan. The Maine State Library also provides services to disabled Maine citizens and can reach that demographic.

Section: Grow and Diversify Maine's Workforce through Improved Access and Engagement - Partner Engagement with Educational Institutions
Page 87, Lines 27-39
The Maine State Library should be educational partners in STEP since we share the same vision of universal accessibility. Working with Division of Vocational Rehabilitation an accessible workstation and room dedicated to work on this workstation is in place with accessories at the Maine State Library in Augusta. We will continue to work with the Department of Labor to utilize this equipment and space. It already receives use as we are moving forward on this project.

Section: Create and Align our Outreach and Communications to Achieve the Vision – Core program Activities to Implement State's Strategy
The Maine State Library's Outreach services provides materials in alternative formats to our patrons with disabilities and our joint expertise could strengthen the state's efforts.

Section: State Polices
Page 94, Lines 23-39

Are libraries able to play a role to serve customers who are unable – or are disadvantaged in traveling to or are unable to visit a one-stop? We could work with libraries and DOL to create places at libraries where initial Triage can take place.

Section: Additional Commissioners and Higher Education representatives Providing Input
Page 101, Table 10
The Maine State Librarian should be a representative providing input to the SWB

Section: Wagner-Peyser Act Program (Employment Services)
Page 143, Lines 12-28
Public libraries across the state provide information and either have or can point to resources for all these bulleted points.
Page 144, Line 20-25
Public libraries are one of the first places those applying for Unemployment Insurance seek out – they need an email address and basic instruction on how to use email to use Maine's Job Bank. This is the area where libraries find local citizens either show up or have been directed to their local library. These applicants must return to the library to check email and "actively use the system to find work" and library staff act as trainers and intermediaries during this entire process.

Section: Adult Education and Literacy Programs
Page 153, Lines 14-22; Page 155, Lines 33-40; Page 156, Lines 6-14
The variety of resources in the LearningExpress suite of programs supports the activities of Maine Adult Education. See appendix.

Integrated English Literacy and Civics Education
Page 161, Line 13-31
Nationally, public libraries support successful immigrant transitions and help communities deal effectively with the immigrants. In Maine where immigrant populations are largest in Portland and Lewiston, the libraries have "common strategies in serving the immigrant community. At both LPL and PPL, the emphasis is on supporting New Mainers' "integration into American life," From the Maine Policy Review, Volume 22, Issue 1: Maine Public Libraries and the Immigrant Community now retired Portland Public Library Director, Stephen Podgajny.
From: Welcome, Stranger: Public Libraries Build the Global Village by the Urban Library Council
"Public libraries support successful immigrant transitions and help communities deal effectively with the immigrants.
•   Libraries Understand Local Immigration Dynamics.
        Public libraries are gathering population and geographic data from both public sources and informal connections to immigrant networks. When libraries understand neighborhood-level information about new residents, their needs, and the resources available to them, libraries can shape their services and form their partnerships effectively. Especially in cities that have not been traditional immigrant destinations, libraries are often leading their communities in the discovery and description of immigrants' needs and concerns.
•   Libraries Bring Cultural and Language Sensitivity to Service Delivery. The biggest barrier for new arrivals is language. Libraries are addressing this with innovations in signage, websites, collections, and provision of basic services in the first languages of their new residents.

- Libraries Build English Capacity. English proficiency is the most important factor in immigrants' chances for success. Public libraries, drawing on their century-long experience as builders of literacy of children and families, are expanding their reach to new residents. Early literacy and family literacy programs are preparing young children for school. Adult English instruction is equipping learners with better life skills and job opportunities. With schools and other learning providers as partners, libraries are also delivering focused programs on job-hunting, health and nutrition, and other survival needs.
- Libraries Create Connections to Local Institutions.
  Most communities are equipped with a broad array of agencies and institutions. Although these organizations provide assistance for work, education, health and housing, recent immigrants are often unable to benefit from their services. Language barriers, geographic isolation, and culture shock are significant impediments. Libraries are connecting the agencies and services aimed at the general population with the newcomers' needs. Business support, health information, and school engagement are leading examples of this work.
- Libraries Encourage Civic Engagement.
  Participation in public and civic life is not a traditional expectation for many immigrants.
  Even the simple American act of registering for a library card can be a strange and frightening experience for some. Libraries encourage both community inclusion and newcomer participation. Using their historic role as strong, unbiased public spaces, dedicated to learning and exploration, they are fostering public discussion of the challenges faced by both newcomers and the communities receiving them.

Thank you for the opportunity to comment on the Unified Plan. The Maine State Library and Maine public libraries are eager to develop a deeper partnership, coordinate resources to better serve the workforce in Maine.

Sincerely,

James Ritter, State Librarian
Janet McKenney Director of Library Development

Appendix

LearningExpress Library, Computer Skills, Job & Career Accelerator and Workforce Skills for 21st Century Success

Attachment A – LearningExpress Career Information (From Section II A 3)

LearningExpress Job & Career Accelerator™

Job Search and Workplace Skills

Improve your Job Search, Interviewing, and Networking Skills

Tools Cover Letter Builder
Tutorials Interview with Confidence
Tools My Dashboard
Tools Occupation Browser
Tools Occupation Matcher
Tools Resume Builder
Tools Search for a Job
Tools Search for an Internship

Build Your Workplace Skills

Tutorials Writing Skills for the Workplace

LearningExpress Library™ Career Information

Learn About a Career and Prepare for Occupation Exams

Prepare for the WorkKeys® Assessments

Tests WorkKeys® Applied Mathematics Practice Test 1
Tests WorkKeys® Applied Mathematics Practice Test 2
Tests WorkKeys® Locating Information Practice Test 1
Tests WorkKeys® Locating Information Practice Test 2
Tests WorkKeys® Reading for Information Practice Test 1
Tests WorkKeys® Reading for Information Practice Test 2

Prepare for the TOEIC®

Tests TOEIC® Listening and Reading Practice Test 1
Tests TOEIC® Listening and Reading Practice Test 2
Tests TOEIC® Speaking and Writing Practice Test 1
Tests TOEIC® Speaking and Writing Practice Test 2

Air Traffic Controller

Tests ATC: Air Traffic Scenarios Practice
Tests ATC: Analogies Practice
Tests ATC: Angles Practice
Tests ATC: Applied Math Practice
Tests ATC: Dial Reading Practice
Tests ATC: Letter Factory Practice
Tests ATC: Scan Practice

Allied Health

Tests Certified Medical Assistant Practice Exam 1
Tests Certified Medical Assistant Practice Exam 2
Tests Certified Surgical Technologist Practice Exam 1
Tests Certified Surgical Technologist Practice Exam 2
Tests Dental Assisting Practice 1
Tests Dental Assisting Practice 2
Tests ExCPT® Practice Exam 1
Tests ExCPT® Practice Exam 2
Tests Health Careers Practice Entrance Test: Biology
Tests Health Careers Practice Entrance Test: Chemistry
Tests Health Careers Practice Entrance Test: General Science
Tests Health Careers Practice Entrance Test: Math Ability
Tests Health Careers Practice Entrance Test: Reading

Comprehension
Tests Health Careers Practice Entrance Test: Verbal Ability
Tests PANCE® Practice Exam 1
Tests PANCE® Practice Exam 2
Tests Physical Therapist Assistant Practice Exam
Tests PTCE Practice Exam
Tests Radiography Practice Exam 1
Tests Radiography Practice Exam 2
Tests Registered Medical Assistant Practice Exam 1
Tests Registered Medical Assistant Practice Exam 2
Tests RPAT Practice Exam
Tests VTNE Practice Exam 1
Tests VTNE Practice Exam 2

Civil Service
Tests Civil Service Practice Exam 1
Tests Civil Service Practice Exam 2
Tests Civil Service Practice Exam 3
Tests Civil Service Practice Exam 4
Tests Postal Worker Practice Test: Coding and Memory
Tests Postal Worker Practice Test: Forms Completion

Commercial Driver's License
Tests CDL Air Brakes Endorsement Practice
Tests CDL Combination Vehicles Practice
Tests CDL Doubles and Triples Endorsement Practice
Tests CDL General Knowledge Practice 1
Tests CDL General Knowledge Practice 2
Tests CDL Hazardous Materials Endorsement Practice
Tests CDL Passenger Transport Endorsement Practice
Tests CDL Tank Vehicles Endorsement Practice

Cosmetology
Tests Cosmetology Practice Exam 1
Tests Cosmetology Practice Exam 2

Culinary Arts
Tests Culinary Arts Practice Exam

Electrical
Tests Journeyman Electrician Practice Exam 1
Tests Journeyman Electrician Practice Exam 2

Emergency Medical Services
Tests EMT Practice Exam 1
Tests EMT Practice Exam 2
Tests Paramedic Practice Exam 1
Tests Paramedic Practice Exam 2

Firefighter
Tests Firefighter Practice Test 1
Tests Firefighter Practice Test 2

Homeland Security
Tests Border Patrol Practice Exam 1 with Artificial Language
Tests Border Patrol Practice Exam 1 with Spanish Language
Tests Border Patrol Practice Exam 2 with Artificial Language
Tests Border Patrol Practice Exam 2 with Spanish Language
Tests Treasury Enforcement Agent Practice Test 1
Tests Treasury Enforcement Agent Practice Test 2
Tests Treasury Enforcement Agent Test: Arithmetic Reasoning 1
Tests Treasury Enforcement Agent Test: Arithmetic Reasoning 2
Tests Treasury Enforcement Agent Test: Problems for Investigation 1
Tests Treasury Enforcement Agent Test: Problems for Investigation 2
Tests Treasury Enforcement Agent Test: Verbal Reasoning 1
Tests Treasury Enforcement Agent Test: Verbal Reasoning 2

Law Enforcement
Tests Corrections Officer Practice Test 1
Tests Corrections Officer Practice Test 2
Tests Court Officer Practice Test 1
Tests Court Officer Practice Test 2
Tests NYPD Police Officer Practice Exam 1
Tests NYPD Police Officer Practice Exam 2
Tests NYSTCE Liberal Arts and Sciences Practice Exam

Tests Police Officer Practice: Judgment & Problem Solving 1
Tests Police Officer Practice: Judgment & Problem Solving 2
Tests Police Officer Practice: Memorization & Visualization 1
Tests Police Officer Practice: Memorization & Visualization 2
Tests Police Officer Practice: Memorization & Visualization 3
Tests Police Officer Practice: Number & Letter Recall 1
Tests Police Officer Practice: Number & Letter Recall 2
Tests Police Officer Practice: Number & Letter Recall 3
Tests Police Officer Practice: Number & Letter Recall 4
Tests Police Officer Practice: Number & Letter Recall 5
Tests Police Officer Practice: Number & Letter Recall 6
Tests Police Officer Practice: Reading Comprehension 1
Tests Police Officer Practice: Reading Comprehension 2
Tests Police Officer Practice: Reading Comprehension 3
Tests Police Officer Practice: Reading Comprehension 4
Tests Police Officer Practice: Spelling 1
Tests Police Officer Practice: Spelling 2
Tests Police Officer Practice: Verbal Ability 1
Tests Police Officer Practice: Verbal Ability 2
Tests Police Officer Practice: Verbal Ability 3
Tests Police Officer Practice: Verbal Ability 4
Tests Police Officer Practice: Vocabulary 1
Tests Police Officer Practice: Vocabulary 2
Tests Police Officer Practice: Vocabulary 3
Tests Police Officer Practice: Writing & Clarity 1
Tests Police Officer Practice: Writing & Clarity 2
Tests Police Sergeant Exam 1
Tests Police Sergeant Exam 2
Tests Probation Officer/Parole Officer Practice Exam 1
Tests Probation Officer/Parole Officer Practice Exam 2
Tests State Trooper Practice Test 1
Tests State Trooper Practice Test 2
Military
Tests AFAST Practice Exam
Tests AFOQT Practice Exam
Tests ASTB Practice Exam
Tests ASVAB Preparation: AFQT 1
Tests ASVAB Preparation: AFQT 2
Tests ASVAB Preparation: Assembling Objects
Tests ASVAB Preparation: Auto and Shop Information
Tests ASVAB Preparation: Electronics Information
Tests ASVAB Preparation: General Science
Tests ASVAB Preparation: Mechanical Comprehension
Tests CFAT Practice Test 1
Tests CFAT Practice Test 2
Tests Officer Candidate Tests Practice: Arithmetic Reasoning
Tests Officer Candidate Tests Practice: Aviation Information
Tests Officer Candidate Tests Practice: Block Counting
Tests Officer Candidate Tests Practice: General Science
Tests Officer Candidate Tests Practice: Mathematics Knowledge
Tests Officer Candidate Tests Practice: Mechanical Comprehension
Tests Officer Candidate Tests Practice: Reading Skills
Tests Officer Candidate Tests Practice: Rotated Blocks
Tests Officer Candidate Tests Practice: Verbal Analogies
Tests Officer Candidate Tests Practice: Word Knowledge
Nursing
Tests NCLEX-PN® Practice Exam 1
Tests NCLEX-PN® Practice Exam 2
Tests NCLEX-PN® Practice Exam 3
Tests NCLEX-RN® Practice Exam 1
Tests NCLEX-RN® Practice Exam 2
Tests NCLEX-RN® Practice Exam 3
Tests Nursing Assistant/Nurse Aide Practice Test 1
Tests Nursing Assistant/Nurse Aide Practice Test 2

Tests Nursing School Practice Entrance Test: Biology 1
Tests Nursing School Practice Entrance Test: Biology 2
Tests Nursing School Practice Entrance Test: Chemistry 1
Tests Nursing School Practice Entrance Test: Chemistry 2
Tests Nursing School Practice Entrance Test: General Science 1
Tests Nursing School Practice Entrance Test: General Science 2
Tests Nursing School Practice Entrance Test: Math Ability 1
Tests Nursing School Practice Entrance Test: Math Ability 2
Tests Nursing School Practice Entrance Test: Reading 1
Tests Nursing School Practice Entrance Test: Reading 2
Tests Nursing School Practice Entrance Test: Verbal Ability 1
Tests Nursing School Practice Entrance Test: Verbal Ability 2

Plumbing
Tests Plumber's Licensing Exam Practice 1
Tests Plumber's Licensing Exam Practice 2

Real Estate
Tests AMP Real Estate Salesperson Practice Exam 1
Tests Pearson Vue Real Estate Broker Practice Exam 1
Tests Pearson Vue Real Estate Salesperson Practice Exam 1
Tests PSI Real Estate Broker Practice Exam 1
Tests PSI Real Estate Salesperson Practice Exam 1

Teaching
Tests MTEL Communication and Literacy Skills Practice Exam 1: Reading
Tests MTEL Communication and Literacy Skills Practice Exam 1: Writing
Tests MTEL Communication and Literacy Skills Practice Exam 2: Reading
Tests MTEL Communication and Literacy Skills Practice Exam 2: Writing
Tests ParaPro Assessment Practice Exam 1
Tests ParaPro Assessment Practice Exam 2
Tests Praxis II® Early Childhood: Content Knowledge Practice Test 1
Tests Praxis II® Early Childhood: Content Knowledge Practice Test 2
Tests Praxis II® Elementary Education: Content Knowledge Practice Test 1
Tests Praxis II® Elementary Education: Content Knowledge Practice Test 2
Tests Praxis II® Middle School: Content Knowledge Practice Test 1
Tests Praxis II® Middle School: Content Knowledge Practice Test 2
Tests Praxis II® PLT Practice Exam: Early Childhood
Tests Praxis II® PLT Practice Exam: Grades 5-9
Tests Praxis II® PLT Practice Exam: Grades 7-12
Tests Praxis II® PLT Practice Exam: Grades K-6
Tests Praxis® Core Mathematics Practice Test 1
Tests Praxis® Core Mathematics Practice Test 2
Tests Praxis® Core Mathematics Practice Test 3
Tests Praxis® Core Mathematics Practice Test 4
Tests Praxis® Core Reading Practice Test 1
Tests Praxis® Core Reading Practice Test 2
Tests Praxis® Core Reading Practice Test 3
Tests Praxis® Core Reading Practice Test 4
Tests Praxis® Core Writing Practice Test 1
Tests Praxis® Core Writing Practice Test 2
Tests Praxis® Core Writing Practice Test 3
Tests Praxis® Core Writing Practice Test 4

Attachment B – Standardized Test Names (From Section II A 4)

High School Entrance Exams Preparation

COOP®: Cooperative Admissions Exam

HSPT®: High School Placement Test

ISEE®: Independent School Entrance Exam

SHSAT®: Specialized High Schools Admissions Test

SSAT®: Secondary School Admission Test

High School Equivalency Center

TABE®: Tests of Adult Basic Education
GED®: General Educational Development
HiSET®: High School Equivalency Test
TASC: Test Assessing SecondaryCompletion

College Preparation Center

PSAT/NMSQT*: Preliminary Scholastic
Aptitude Test/National Merit Scholarship
Qualifying Test
TOEFL iBT®: Test of English as a Foreign
Language Internet-Based Test
THEA®: Texas Higher Education
Assessment
ACT®: ACT
SAT*: Scholastic Aptitude Test

Placement Preparation

ACCUPLACER®: ACCUPLACER
ASSET®: Assessment of Skills for Successful
Entry and Transfer
COMPASS®: College Placement Tests
CLEP*: College Level Examination Program
AP*: Advanced Placement

Graduate School Preparation

GMAT®:Graduate Management Admission Test
GRE®: Graduate Record Examinations
LSAT®: Law School Admission Test
MAT®: Miller Analogies Test
MCAT®: Medical College Admission Test
PCAT®: Pharmacy College Admission Test

Professional Certification and Career Development

ASVAB: Armed Services Vocational
Aptitude Battery
AFAST: Alternate Flight Aptitude Selection
Test
AFOQT: Air Force Officer Qualifying Test
AFQT: Armed Forces Qualification Test
CFAT: Canadian Forces Aptitude Test
WorkKeys®: WorkKeys
TOEIC®: Test of English for International
Communication
CMA: Certified Medical Assistant
ExCPT®: Exam for the Certification of
Pharmacy Technicians
NCLEX-PN®: National Council Licensure
Examination-Practical Nurse

NCLEX-RN®: National Council Licensure
Examination-Registered Nurse
PANCE®: Physician Assistant National
Certifying Examination
PTCE: Pharmacy Technician Certification
Exam
MTEL: Massachusetts Tests for Educator
Licensure
ParaPro: ParaPro
Praxis: Praxis

Attachment C – LearningExpress Library™ Detailed eBooks List (From Section II A 5)

100 Conversations for Career Success
1001 Algebra Problems
1001 Math Problems, 4th Edition
1001 Vocabulary & Spelling Questions
411 SAT* Algebra & Geometry Questions
411 SAT* Essay Prompts & Writing Questions
501 Algebra Questions, 3rd Edition
501 Calculus Questions
501 Challenging Logic and Reasoning Problems, 2nd Edition
501 Critical Reading Questions, 4th Edition
501 Geometry Questions, 2nd Edition
501 GMAT® Questions
501 Grammar and Writing Questions, 4th Edition
501 Math Word Problems, 3rd Edition
501 Measurement and Conversion Questions
501 Quantitative Comparison Questions
501 Reading Comprehension Questions, 5th Edition
501 Sentence Completion Questions
501 Synonym and Antonym Questions
501 Vocabulary Questions
501 Writing Prompts, 2nd Edition
8th Grade Math Review
8th Grade Reading Comprehension and Writing Skills
9 Steps to a Great Federal Job
ACT® Essay Practice
ACT® Flash Review
ACT® Word Games
ACT®: Power Practice
Air Traffic Control Test Prep
Algebra in 15 Minutes a Day
Algebra Success in 20 Minutes a Day, 5th Edition
AP* Biology Flash Review
AP* U.S. History Flash Review
Aprenda Rápido: Escritura/Writing
Aprenda Rápido: Lectura/Reading
Aprenda Rápido: Vocabulario y Ortografía/Vocabulary and Spelling
ASVAB Core Review, 4th Edition
ASVAB Success, 4th Edition
ASVAB, 5th Edition
ASVAB: Power Practice, 2nd Edition
Basic Math in 15 Minutes a Day
Becoming a Border Patrol Agent
Becoming a Caseworker
Becoming a Culinary Arts Professional
Becoming a Firefighter
Becoming a Healthcare Professional

Becoming a Homeland Security Professional
Becoming a Legal Mediator
Becoming a Nurse
Becoming a Paralegal
Becoming a Police Officer
Becoming a Teacher
Best Careers for Teachers
Best Careers for Veterans
Best Green Careers
Biology Success in 20 Minutes a Day
Border Patrol Exam Artificial Language Test Prep
Border Patrol Exam, 4th Edition
Border Patrol Exam: Power Practice
Business Writing Clear and Simple
Calculus Success in 20 Minutes a Day, 2nd Edition
California Firefighter Exam
Career Changer's Manual
Catholic High School Entrance Exams: COOP/HSPT, 5th Edition
CBEST, 5th Edition
CDL: Commercial Driver's License Test Prep
Chemistry Review in 20 Minutes a Day
Civil Service Exams, 2nd Edition
Civil Service Exams: Power Practice
College Placement Math Success in 20 Minutes a Day
Corrections Officer Exam, 3rd Edition
Cosmetology Certification Exam, 4th Edition
Court Officer Exam, 2nd Edition
Critical Thinking Skills Success in 20 Minutes a Day, 3rd Edition
Dental Assisting Exam
EMT Flash Review
English to the Max
Express Review Guides: Algebra I
Express Review Guides: Algebra II
Express Review Guides: Basic Math & Pre-Algebra
Express Review Guides: Fractions, Percentages, & Decimals
Express Review Guides: Grammar
Express Review Guides: Math Word Problems
Express Review Guides: Spelling
Express Review Guides: Vocabulary
Express Review Guides: Writing
Firefighter Exam, 5th Edition
GED® Test Skill Builder: Mathematics, 2nd Edition
GED® Test Skill Builder: Reasoning through Language Arts
GED® Test: Flash Review
GED® Test: Flash Review: RLA
GED® Test: Flash Review: Math
GED® Test: Flash Review: Social Studies
GED® Test: Flash Review: Science
Geography Review in 20 Minutes a Day
Geometry in 15 Minutes a Day
Geometry Success in 20 Minutes a Day, 4th Edition
Goof-Proof Grammar
Goof-Proof Spelling
Grammar Essentials, 3rd Edition
Grammar in 15 Minutes a Day
Grammar Success in 20 Minutes a Day, 3rd Edition
GRE® Vocabulary Flash Review
Guía de Ciudadanía/Naturalización en U.S.A.
Health Occupations Entrance Exams, 3rd Edition
Healthcare Essentials: A Glossary and Study Guide
How to Write Great Essays
Interview Follow-Up Sample Letters
Interview Thank You Sample Letters
Job Interviews That Get You Hired
Job Offer and Resignation Letters
Just in Time Algebra

Just in Time Geometry
Just in Time Vocabulary
Lo Último en Guías de Obtener su 'Tarjeta Verde'
LSAT® Logic Games
MAT®: Power Practice
Math and Vocabulary for Civil Service Exams
Math Builder
Math for Civil Service Tests
Math for the Trades
Math Skills for Law Enforcement Exams
Math to the Max
Math Word Problems in 15 Minutes a Day
Medical Assistant: Preparation for the RMA and CMA Exams, 2nd Ed.
Middle School Math for Parents
Military Flight Aptitude Tests, 4th Edition
MTEL: Communication and Literacy Skills
NCLEX-PN®: Power Practice
NCLEX-RN® Flash Review
NCLEX-RN®: Power Practice
Networking and Informational Sample Letters
Nursing Assistant/Nurse Aide Exam, 5th Edition
Nursing Assistant/Nurse Aide Flash Review
Nursing School Entrance Exams, 3rd Edition
Officer Candidate Tests
PANCE®: Power Practice
Paramedic Certification Exam, 5th Edition
Pasa el Examen de Ciudadanía Americana, 3ra Edición
Pass the U.S. Citizenship Exam, 4th Edition
PCAT®
Pharmacy Technician Exam, 2nd Edition
Pharmacy Technician Flash Review
Physical Therapist Assistant Exam
Plumber's Licensing Exam, 2nd Edition
Police Officer Exam, 5th Edition
Police Officer Exam: Power Practice
Police Sergeant Exam, 3rd Edition
Postal Worker Exam, 4th Edition
Practical Math Success in 20 Minutes a Day, 5th Edition
Practical Spelling, 2nd Edition
Practical Vocabulary, 2nd Edition
Praxis II® Elementary Education: Content Knowledge (0014 and 5014),
2nd Edition
Praxis II® Mathematics (0065 and 5161)
Praxis II® Power Practice Elementary Education: Curriculum,
Instruction, and Assessment (0011 and 5011)
Praxis II®: ParaPro Test Prep (0755 & 1755)
Praxis® Core Academic Skills for Educators (5712, 5722, 5732)
Praxis™, 5th Edition
Pre-GED® Language Arts, Writing
Probation Officer/Parole Officer Exam
Proofreading, Revising, & Editing Skills Success in 20 Minutes a Day
Public Speaking Success in 20 Minutes a Day
Radiography Exam
Read Better, Remember More, 2nd Edition
Reading Between the Lines
Reading Comprehension Success in 20 Minutes a Day, 5th Edition
Reading in 15 Minutes a Day
Reasoning Skills for Law Enforcement Exams
Reasoning Skills Success in 20 Minutes a Day, 3rd Edition
Research & Writing Skills Success in 20 Minutes a Day
SAT* Math Essentials
SAT* Writing Essentials
SAT*/PSAT* Word Games
SHSAT: Power Practice, 2nd Edition
Social Networking for Business Success
Social Networking for Career Success, 2nd Edition

Spanish/English Terms for Nurses
Spelling in 15 Minutes a Day
State Trooper Exam, 2nd Edition
Statistics Success in 20 Minutes a Day
TABE®: Power Practice
The Military Advantage
The Ultimate Guide to Getting Your Green Card
THEA®: Texas Higher Education Assessment
Think You Know Your Vocabulary?
TOEFL iBT® Vocabulary Flash Review
TOEIC® Test Prep
Treasury Enforcement Agent Exam, 3rd Edition
Trigonometry Success in 20 Minutes a Day
U.S. Constitution in 15 Minutes a Day
Veterinary Technician Exam, 2nd Edition
Visual Communication
Visual Writing
Vocabulary & Spelling Success in 20 Minutes a Day, 6th Edition
Vocabulary for Civil Service Tests
Vocabulary for TOEFL iBT®
Word Power in 15 Minutes a Day
Write Better Essays in 20 Minutes a Day, 3rd Edition
Write Your Way into College: College Admissions Essay
Write Your Way into College: SAT* Essay
Writing in 15 Minutes a Day
Writing Skills Success in 20 Minutes a Day, 5th Edition

Attachment D – Computer Skills Tutorials (From Section II A 6)

Computer and Internet Basics

Computer Basics

Tutorials Computer Basics 1: Roles of Computers†
Tutorials Computer Basics 2: Personal Computer Fundamentals
Tutorials Computer Basics 3: The Basics of Windows 7
Tutorials Computer Basics 4: Customizing Windows 7
Tutorials Computer Basics 5: Application Basics
Tutorials Computer Basics 6: Organizing Data
Tutorials Computer Basics 7: Web Browsing
Tutorials Computer Basics 8: Printing
Tutorials Computer Basics 9: Maintenance and Security

Internet Basics

Tutorials Internet Basics 1: What Is the Internet?†
Tutorials Internet Basics 2: Surfing the Internet
Tutorials Internet Basics 3: The Internet as a Search Tool
Tutorials Internet Basics 4: Using One-on-One Communications
Tutorials Internet Basics 5: Email Etiquette
Tutorials Internet Basics 6: Branching Out Using the Internet
Tutorials Internet Basics 7: Understanding Social Networking
Tutorials Internet Basics 8: Using Web Tools
Tutorials Internet Basics 9: Protecting Yourself Online

Popular Software Tools

Microsoft Access

Tutorials Microsoft Access 2007 Course 1: Basic
Tutorials Microsoft Access 2007 Course 2: Intermediate
Tutorials Microsoft Access 2007 Course 3: Advanced
Tutorials Microsoft Access 2010 Course 1: Basic†
Tutorials Microsoft Access 2010 Course 2: Intermediate†
Tutorials Microsoft Access 2010 Course 3: Advanced†
Tutorials Microsoft Access 2013 Course 1: Basic†

Tutorials Microsoft Access 2013 Course 2: Intermediate+
Tutorials Microsoft Access 2013 Course 3: Advanced+

Microsoft Excel

Tutorials Microsoft Excel 2007 Course 1: Basic
Tutorials Microsoft Excel 2007 Course 2: Intermediate
Tutorials Microsoft Excel 2007 Course 3: Advanced
Tutorials Microsoft Excel 2008 for Macintosh Course 1: Basic
Tutorials Microsoft Excel 2008 for Macintosh Course 2: Advanced
Tutorials Microsoft Excel 2010 Course 1: Basic+
Tutorials Microsoft Excel 2010 Course 2: Intermediate+
Tutorials Microsoft Excel 2010 Course 3: Advanced+
Tutorials Microsoft Excel 2010 Course 4: Expert+
Tutorials Microsoft Excel 2013 Course 1: What's New+
Tutorials Microsoft Excel 2013 Course 2: Basic+
Tutorials Microsoft Excel 2013 Course 3: Intermediate+
Tutorials Microsoft Excel 2013 Course 4: Advanced+

Microsoft Outlook

Tutorials Microsoft Outlook 2007 Course 1: Basic
Tutorials Microsoft Outlook 2007 Course 2: Intermediate
Tutorials Microsoft Outlook 2007 Course 3: Advanced
Tutorials Microsoft Outlook 2010 Course 1: Basic+
Tutorials Microsoft Outlook 2010 Course 2: Intermediate+
Tutorials Microsoft Outlook 2010 Course 3: Advanced+
Tutorials Microsoft Outlook 2013 Course 1: What's New+
Tutorials Microsoft Outlook 2013 Course 2: Basic+
Tutorials Microsoft Outlook 2013 Course 3: Intermediate+
Tutorials Microsoft Outlook 2013 Course 4: Advanced+

Microsoft PowerPoint

Tutorials Microsoft PowerPoint 2007 Course 1: Basic
Tutorials Microsoft PowerPoint 2007 Course 2: Advanced
Tutorials Microsoft PowerPoint 2008 for Macintosh Course 1: Basic
Tutorials Microsoft PowerPoint 2008 for Macintosh Course 2: Advanced
Tutorials Microsoft PowerPoint 2010 Course 1: Basic+
Tutorials Microsoft PowerPoint 2010 Course 2: Advanced+
Tutorials Microsoft PowerPoint 2013 Course 1: What's New+
Tutorials Microsoft PowerPoint 2013 Course 2: Basic+
Tutorials Microsoft PowerPoint 2013 Course 3: Intermediate+
Tutorials Microsoft PowerPoint 2013 Course 4: Advanced+

Microsoft Project

Tutorials Microsoft Project Pro 2013 Course 1 : Basic+
Tutorials Microsoft Project Pro 2013 Course 2: Advanced+
Tutorials Microsoft Project Professional 2007 Course 1: Basic
Tutorials Microsoft Project Professional 2007 Course 2: Intermediate
Tutorials Microsoft Project Professional 2007 Course 3: Advanced
Tutorials Microsoft Project Professional 2010 Course 1: Basic+
Tutorials Microsoft Project Professional 2010 Course 2: Advanced+

Microsoft Publisher

Tutorials Microsoft Publisher 2007

Microsoft SharePoint Designer

Tutorials Microsoft SharePoint Designer 2007 Course 1: Basic
Tutorials Microsoft SharePoint Designer 2007 Course 2: Intermediate
Tutorials Microsoft SharePoint Designer 2007 Course 3: Advanced
Tutorials Microsoft SharePoint Designer 2010 Course 1: Basic+
Tutorials Microsoft SharePoint Designer 2010 Course 2: Advanced+

Microsoft Visio

Tutorials Microsoft Visio 2007
Tutorials Microsoft Visio 2010 Course 1: Basic+
Tutorials Microsoft Visio 2010 Course 2: Intermediate+
Tutorials Microsoft Visio 2010 Course 3: Advanced+

Microsoft Word

Tutorials Microsoft Word 2007 Course 1: Basic
Tutorials Microsoft Word 2007 Course 2: Intermediate
Tutorials Microsoft Word 2007 Course 3: Advanced
Tutorials Microsoft Word 2008 for Macintosh Course 1: Basic
Tutorials Microsoft Word 2008 for Macintosh Course 2: Advanced
Tutorials Microsoft Word 2010 Course 1: Basic+

Tutorials Microsoft Word 2010 Course 2: Intermediate†
Tutorials Microsoft Word 2010 Course 3: Advanced†
Tutorials Microsoft Word 2013 Course 1: What's New†
Tutorials Microsoft Word 2013 Course 2: Basic†
Tutorials Microsoft Word 2013 Course 3: Intermediate†
Tutorials Microsoft Word 2013 Course 4: Advanced†
Understanding Your Operating System
Tutorials Mac OS X Leopard Desktop Course
Tutorials Microsoft Vista Business Course 1: Basic
Tutorials Microsoft Vista Business Course 2: Advanced
Tutorials Microsoft Windows 7 Course 1: Basic
Tutorials Microsoft Windows 7 Course 2: Intermediate
Tutorials Microsoft Windows 7 Course 3: Advanced
Tutorials Microsoft Windows 8 Course 1: Basic†
Tutorials Microsoft Windows 8 Course 2: Intermediate†
Tutorials Microsoft Windows 8 Course 3: Advanced†
Tutorials Microsoft Windows XP Course 1: Basic
Tutorials Microsoft Windows XP Course 2: Advanced

Popular Software Tools
Adobe Illustrator
Tutorials Adobe Illustrator CS5 Course 1: Basic†
Tutorials Adobe Illustrator CS5 Course 2: Advanced†
Tutorials Adobe Illustrator CS6 Course 1: Basic†
Tutorials Adobe Illustrator CS6 Course 2: Advanced†
Adobe Photoshop
Tutorials Adobe Photoshop CS5 Course 1: Basic†
Tutorials Adobe Photoshop CS5 Course 2: Advanced†
Tutorials Adobe Photoshop CS6 Course 1: Basic†
Tutorials Adobe Photoshop CS6 Course 2: Advanced†
† Tutorials will be available in HTML 5 for use on mobile device

Attachment E – LearningExpress Library™ Online Tests & Tutorials (From Section II A 7)

Elementary School
Math Skills Improvement
Tests Grade 4 Geometry Practice 1
Tests Grade 4 Geometry Practice 2
Tests Grade 4 Measurement & Data Practice 1
Tests Grade 4 Measurement & Data Practice 2
Tests Grade 4 Measurement & Data Practice 3
Tests Grade 4 Measurement & Data Practice 4
Tests Grade 4 Number & Operations Practice 1
Tests Grade 4 Number & Operations Practice 2
Tests Grade 4 Number & Operations Practice 3
Tests Grade 4 Number & Operations Practice 4
Tests Grade 4 Operations & Algebraic Thinking Practice 1
Tests Grade 4 Operations & Algebraic Thinking Practice 2
Tests Grade 4 Operations & Algebraic Thinking Practice 3
Tests Grade 4 Operations & Algebraic Thinking Practice 4
Tests Grade 5 Geometry Practice 1
Tests Grade 5 Geometry Practice 2
Tests Grade 5 Measurement & Data Practice 1
Tests Grade 5 Number & Operations Practice 1
Tests Grade 5 Number & Operations Practice 2
Tests Grade 5 Number & Operations Practice 3
Tests Grade 5 Number & Operations Practice 4
Tests Grade 5 Operations & Algebraic Thinking Practice 1
Reading Comprehension Skills Improvement
Tests Elementary School Writing Practice 1
Tests Elementary School Writing Practice 2
Tests Grade 4 Informational Reading Practice 1
Tests Grade 4 Informational Reading Practice 2
Tests Grade 4 Literature Reading Practice 1
Tests Grade 4 Literature Reading Practice 2

Tests Grade 4 Writing & Language Practice 1
Tests Grade 4 Writing & Language Practice 2
Tests Grade 5 Informational Reading Practice 1
Tests Grade 5 Informational Reading Practice 2
Tests Grade 5 Literature Reading Practice 1
Tests Grade 5 Literature Reading Practice 2
Tests Grade 5 Writing & Language Practice 1
Tests Grade 5 Writing & Language Practice 2

Middle School

Math Skills Improvement

Tests Grade 6 Expressions & Equations Practice 1
Tests Grade 6 Expressions & Equations Practice 2
Tests Grade 6 Expressions & Equations Practice 3
Tests Grade 6 Expressions & Equations Practice 4
Tests Grade 6 Geometry Practice 1
Tests Grade 6 Geometry Practice 2
Tests Grade 6 Geometry Practice 3
Tests Grade 6 Geometry Practice 4
Tutorials Grade 6 Math Tutorial
Tests Grade 6 Number System Practice 1
Tests Grade 6 Number System Practice 2
Tests Grade 6 Number System Practice 3
Tests Grade 6 Number System Practice 4
Tests Grade 6 Ratios & Proportional Relationships Practice 1
Tests Grade 6 Ratios & Proportional Relationships Practice 2
Tests Grade 6 Ratios & Proportional Relationships Practice 3
Tests Grade 6 Ratios & Proportional Relationships Practice 4
Tests Grade 6 Statistics & Probability Practice 1
Tests Grade 6 Statistics & Probability Practice 2
Tests Grade 6 Statistics & Probability Practice 3
Tests Grade 6 Statistics & Probability Practice 4
Tests Grade 7 Expressions & Equations Practice 1
Tests Grade 7 Expressions & Equations Practice 2
Tests Grade 7 Expressions & Equations Practice 3
Tests Grade 7 Expressions & Equations Practice 4
Tests Grade 7 Geometry Practice 1
Tests Grade 7 Geometry Practice 2
Tests Grade 7 Geometry Practice 3
Tests Grade 7 Geometry Practice 4
Tests Grade 7 Number System Practice 1
Tests Grade 7 Ratios & Proportional Relationships Practice 1
Tests Grade 7 Ratios & Proportional Relationships Practice 2
Tests Grade 7 Ratios & Proportional Relationships Practice 3
Tests Grade 7 Ratios & Proportional Relationships Practice 4
Tests Grade 7 Statistics & Probability Practice 1
Tests Grade 7 Statistics & Probability Practice 2
Tests Grade 7 Statistics & Probability Practice 3
Tests Grade 7 Statistics & Probability Practice 4
Tests Grade 8 Expressions & Equations Practice 1
Tests Grade 8 Expressions & Equations Practice 2
Tests Grade 8 Expressions & Equations Practice 3
Tests Grade 8 Expressions & Equations Practice 4
Tests Grade 8 Functions Practice 1
Tests Grade 8 Functions Practice 2
Tests Grade 8 Geometry Practice 1
Tests Grade 8 Geometry Practice 2
Tests Grade 8 Geometry Practice 3
Tests Grade 8 Geometry Practice 4
Tutorials Grade 8 Math Tutorial
Tutorials Middle School Math Tutorial
Tutorials Middle School Math for Parents Tutorial

Reading Comprehension Skills Improvement

Tests Grade 6 Informational Reading Practice 1
Tests Grade 6 Informational Reading Practice 2
Tests Grade 6 Literature Reading Practice 1
Tests Grade 6 Literature Reading Practice 2

Tests Grade 7 Informational Reading Practice 1
Tests Grade 7 Informational Reading Practice 2
Tests Grade 7 Literature Reading Practice 1
Tests Grade 7 Literature Reading Practice 2
Tests Grade 8 Informational Reading Practice 1
Tests Grade 8 Informational Reading Practice 2
Tests Grade 8 Literature Reading Practice 1
Tests Grade 8 Literature Reading Practice 2
Tutorials Middle School Reading Tutorial
Social Studies Skills Improvement
Tests United States Constitution Review 1
Tests United States Constitution Review 2
Tests United States Constitution Review 3
Writing and Grammar Skills Improvement
Tests Grade 6 Writing & Language Practice 1
Tests Grade 6 Writing & Language Practice 2
Tests Grade 7 Writing & Language Practice 1
Tests Grade 7 Writing & Language Practice 2
Tests Grade 8 Writing & Language Practice 1
Tests Grade 8 Writing & Language Practice 2
Tutorials Middle School Writing Tutorial

High School Entrance Exams Preparation
Tests COOP Practice Exam 1: Part 1
Tests COOP Practice Exam 1: Part 2
Tests COOP Practice Exam 2: Part 1
Tests COOP Practice Exam 2: Part 2
Tests HSPT Math Skills Practice 1
Tests HSPT Math Skills Practice 2
Tests HSPT Verbal Skills Practice 1
Tests HSPT Verbal Skills Practice 2
Tests ISEE® Practice Test: Lower Level
Tests ISEE® Practice Test: Middle Level
Tests ISEE® Practice Test: Upper Level
Tests SHSAT Practice Exam 1
Tests SHSAT Practice Exam 2
Tests SSAT® Upper Level Practice Test

High School
Math Skills Improvement
Tutorials Advanced Algebra Tutorial
Tutorials Basic Algebra Tutorial
Tutorials Basic Math Tutorial: Comprehensive
Tutorials Basic Math Tutorial: Review
Tutorials High School Number and Quantity Tutorial
Tests High School Algebra Practice 1
Tests High School Algebra Practice 2
Tests High School Algebra Practice 3
Tests High School Algebra Practice 4
Tutorials High School Algebra Tutorial
Tests High School Functions Practice 1
Tutorials High School Functions Tutorial
Tests High School Geometry Practice 1
Tests High School Geometry Practice 2
Tests High School Geometry Practice 3
Tests High School Geometry Practice 4
Tutorials High School Geometry Tutorial
Tests High School Math Practice: Arithmetic with Polynomials
& Rational Expressions 1
Tests High School Math Practice: Arithmetic with Polynomials
& Rational Expressions 2
Tests High School Math Practice: Creating Equations 1
Tests High School Math Practice: Creating Equations 2
Tests High School Math Practice: Expressing Geometric
Properties with Equations 1
Tests High School Math Practice: Expressing Geometric
Properties with Equations 2
Tests High School Math Practice: Geometric Measurement &

Dimension 1
Tests High School Math Practice: Geometric Measurement &
Dimension 2
Tests High School Math Practice: Geometry with Circles 1
Tests High School Math Practice: Geometry with Circles 2
Tests High School Math Practice: Interpreting Categorical &
Quantitative Data 1
Tests High School Math Practice: Interpreting Categorical &
Quantitative Data 2
Tests High School Math Practice: Interpreting Functions 1
Tests High School Math Practice: Interpreting Functions 2
Tests High School Math Practice: Linear, Quadratic, &
Exponential Models 1
Tests High School Math Practice: Linear, Quadratic, &
Exponential Models 2
Tests High School Math Practice: Modeling with Geometry
Practice 1
Tests High School Math Practice: Modeling with Geometry
Practice 2
Tests High School Math Practice: Quantities 1
Tests High School Math Practice: Quantities 2
Tests High School Math Practice: Reasoning with Equations &
Inequalities 1
Tests High School Math Practice: Reasoning with Equations &
Inequalities 2
Tests High School Math Practice: Seeing Structure in
Expressions 1
Tests High School Math Practice: Seeing Structure in
Expressions 2
Tests High School Math Practice: Similarity, Right Triangles, &
Trigonometry 1
Tests High School Math Practice: Similarity, Right Triangles, &
Trigonometry 2
Tests High School Math Practice: The Complex Number
System 1
Tests High School Math Practice: The Complex Number
System 2
Tests High School Math Practice: The Real Number System 1
Tests High School Math Practice: The Real Number System 2
Tests High School Math Practice: Vector & Matrix Quantities 1
Tests Quantitative Comparison Practice 1
Tests Quantitative Comparison Practice 2
Tests Quantitative Comparison Practice 3
English Language Arts Skills Improvement
Tutorials Build Your Basic Vocabulary and Spelling Skills
Tests Grades 11-12 Informational Reading Practice 1
Tests Grades 11-12 Informational Reading Practice 2
Tests Grades 11-12 Literature Reading Practice 1
Tests Grades 11-12 Writing & Language Practice 1
Tests Grades 9-10 Informational Reading Practice 1
Tests Grades 9-10 Informational Reading Practice 2
Tests Grades 9-10 Literature Reading Practice 1
Tests Grades 9-10 Writing & Language Practice 1
Tests Grades 9-10 Writing & Language Practice 2
Tutorials Grammar Skills Tutorial
Tutorials Reading Skills Tutorial 1
Tutorials Reading Skills Tutorial 2
Tests Synonym & Antonym Practice 1
Tests Synonym & Antonym Practice 2
Tests Synonym & Antonym Practice 3
Tests Vocabulary & Spelling Practice 1
Tests Vocabulary & Spelling Practice 2
Tutorials Vocabulary and Spelling Skills Tutorial
Tests Word Analogy Practice 1
Tests Word Analogy Practice 2
Tests Word Analogy Practice 3

Tutorials Writing Skills Tutorial
Science Skills Improvement
Tests Chemistry Skills Improvement Practice
Social Studies Skills Improvement
Tests United States Constitution Review 1
Tests United States Constitution Review 2
Tests United States Constitution Review 3

College Preparation
Prepare for Your ACT® Test
Tests ACT® English Practice Test 1
Tests ACT® English Practice Test 2
Tests ACT® English Practice Test 3
Tests ACT® English Practice Test 4
Tests ACT® Math Practice Test 1
Tests ACT® Math Practice Test 2
Tests ACT® Math Practice Test 3
Tests ACT® Math Practice Test 4
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Tests ACT® Reading Practice Test 2
Tests ACT® Reading Practice Test 3
Tests ACT® Reading Practice Test 4
Tests ACT® Science Practice Test 1
Tests ACT® Science Practice Test 2
Tests ACT® Science Practice Test 3
Tests ACT® Science Practice Test 4
Tutorials ACT® Test Preparation Tutorial: Comprehensive
Tests ACT® Writing Essay Practice Test 1
Tests ACT® Writing Essay Practice Test 2
Tests ACT® Writing Essay Practice Test 3
Tests ACT® Writing Essay Practice Test 4
Tests ACT® Writing Essay Practice Test 5
Tests ACT® Writing Essay Practice Test 6
Prepare for Your SAT* Test
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Tests SAT* Critical Reading Practice Test 2
Tests SAT* Math Practice Test 1
Tests SAT* Math Practice Test 2
Tutorials SAT* Test Preparation Tutorial: Comprehensive
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Tests SAT* Writing Essay Practice Test 2
Tests SAT* Writing Essay Practice Test 3
Tests SAT* Writing Essay Practice Test 4
Tests SAT* Writing Multiple-Choice Practice Test 1
Tests SAT* Writing Multiple-Choice Practice Test 2
Prepare for Your AP* Exam
Tests AP* Biology Practice Exam 2: Section I
Tests AP* Calculus AB Practice Exam 1: Section I
Tests AP* Calculus AB Practice Exam 1: Section II
Tests AP* Calculus AB Practice Exam 2: Section I
Tests AP* Calculus AB Practice Exam 2: Section II
Tests AP* Chemistry Practice Exam 1
Tests AP* Chemistry Practice Exam 2
Tests AP* English Lang. and Comp. Practice Exam 1: Section I
Tests AP* English Lang. and Comp. Practice Exam 1: Section II
Tests AP* English Lang. and Comp. Practice Exam 2: Section I
Tests AP* English Lang. and Comp. Practice Exam 2: Section II
Tests AP* English Lit. and Comp. Practice Exam 1: Section I
Tests AP* English Lit. and Comp. Practice Exam 1: Section II
Tests AP* English Lit. and Comp. Practice Exam 2: Section I
Tests AP* English Lit. and Comp. Practice Exam 2: Section II
Tests AP* European History Practice Exam 1: Section I
Tests AP* European History Practice Exam 1: Section II
Tests AP* European History Practice Exam 2: Section I
Tests AP* European History Practice Exam 2: Section II
Tests AP* Psychology Exam Practice Exam 1
Tests AP* Psychology Exam Practice Exam 2

Tests AP* U.S. Government and Politics Practice Exam 1: Section I
Tests AP* U.S. Government and Politics Practice Exam 1: Section II
Tests AP* U.S. Government and Politics Practice Exam 2: Section I
Tests AP* U.S. Government and Politics Practice Exam 2: Section II
Tests AP* U.S. History Practice Exam 1
Tests AP* U.S. History Practice Exam 2

Prepare for Your PSAT/NMSQT* Test
Tests PSAT/NMSQT* Critical Reading Practice Test 1
Tests PSAT/NMSQT* Critical Reading Practice Test 2
Tests PSAT/NMSQT* Math Practice Test 1
Tests PSAT/NMSQT* Math Practice Test 2
Tests PSAT/NMSQT* Writing Practice Test 1
Tests PSAT/NMSQT* Writing Practice Test 2

Prepare for Your TOEFL IBT® Test
Tests TOEFL iBT® Listening Practice Test 1
Tests TOEFL iBT® Listening Practice Test 2
Tests TOEFL iBT® Listening Practice Test 3
Tests TOEFL iBT® Reading Practice Test 1
Tests TOEFL iBT® Reading Practice Test 2
Tests TOEFL iBT® Reading Practice Test 3
Tests TOEFL iBT® Speaking Practice Test 1
Tests TOEFL iBT® Speaking Practice Test 2
Tests TOEFL iBT® Speaking Practice Test 3
Tests TOEFL iBT® Writing Practice Test 1
Tests TOEFL iBT® Writing Practice Test 2
Tests TOEFL iBT® Writing Practice Test 3

Prepare for Your THEA® Test
Tests THEA® Mathematics Practice Test
Tests THEA® Reading Comprehension Practice Test
Tests THEA® Writing Practice Test

College Placement Preparation

ACCUPLACER® Preparation
Tests ACCUPLACER® Arithmetic Practice Test 1
Tests ACCUPLACER® Arithmetic Practice Test 2
Tests ACCUPLACER® College-Level Math Practice Test 1
Tests ACCUPLACER® College-Level Math Practice Test 2
Tests ACCUPLACER® Elementary Algebra Practice Test 1
Tests ACCUPLACER® Elementary Algebra Practice Test 2
Tests ACCUPLACER® Reading Comprehension Practice Test 1
Tests ACCUPLACER® Reading Comprehension Practice Test 2
Tests ACCUPLACER® Sentence Skills Practice Test 1
Tests ACCUPLACER® Sentence Skills Practice Test 2

ASSET® Preparation
Tests ASSET® College Algebra Practice Test 1
Tests ASSET® College Algebra Practice Test 2
Tests ASSET® Elementary Algebra Practice Test 1
Tests ASSET® Elementary Algebra Practice Test 2
Tests ASSET® Geometry Practice Test 1
Tests ASSET® Geometry Practice Test 2
Tests ASSET® Intermediate Algebra Practice Test 1
Tests ASSET® Intermediate Algebra Practice Test 2
Tests ASSET® Numerical Skills Practice Test 1
Tests ASSET® Numerical Skills Practice Test 2
Tests ASSET® Reading Skills Practice Test 1
Tests ASSET® Reading Skills Practice Test 2
Tests ASSET® Writing Skills Practice Test 1
Tests ASSET® Writing Skills Practice Test 2

COMPASS® Preparation
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Tests COMPASS® Algebra Practice Test 2
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Tests COMPASS® Geometry Practice Test 1
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Tests COMPASS® Trigonometry Practice Test 1
Tests COMPASS® Trigonometry Practice Test 2
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Tests COMPASS® Writing Skills Practice Test 2

College Students
Math Skills Review
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Tests Algebra, Patterns, & Functions Practice 2
Tests Algebra, Patterns, & Functions Practice 3
Tests Algebra, Patterns, & Functions Practice 4
Tests Algebra, Patterns, & Functions Practice 5
Tutorials Basic Algebra Tutorial
Tutorials Basic Math Tutorial: Comprehensive
Tutorials Basic Math Tutorial: Review
Tests Calculus Skills Improvement Practice
Tests Data Analysis & Probability Practice 1
Tests Data Analysis & Probability Practice 2
Tests Data Analysis & Probability Practice 3
Tests Data Analysis & Probability Practice 4
Tests Geometry & Measurement Practice
Tests Geometry Practice 1
Tests Geometry Practice 2
Tests Geometry Practice 3
Tests Geometry Practice 4
Tests Math Fundamentals Practice 1
Tests Math Fundamentals Practice 2
Tests Measurement Practice 1
Tests Measurement Practice 2
Tests Measurement Practice 3
Tests Number Sense & Operations Practice 1
Tests Number Sense & Operations Practice 2
Tutorials Pre-Calculus Preparation Tutorial
Tests Quantitative Comparison Practice 1
Tests Quantitative Comparison Practice 2
Tests Quantitative Comparison Practice 3

Reading Skills Review
Tests General Reading Practice 1
Tests General Reading Practice 2
Tests Informational Reading Practice 1
Tests Informational Reading Practice 2
Tests Informational Reading Practice 3
Tests Literary Reading Practice 1
Tests Literary Reading Practice 2
Tests Persuasive Reading Practice 1
Tests Persuasive Reading Practice 2
Tutorials Reading Skills Tutorial 1
Tutorials Reading Skills Tutorial 2
Tests Synonym & Antonym Practice 1
Tests Synonym & Antonym Practice 2
Tests Synonym & Antonym Practice 3
Tests Vocabulary & Spelling Practice 1
Tests Vocabulary & Spelling Practice 2
Tutorials Vocabulary and Spelling Skills Tutorial
Tests Word Analogy Practice 1
Tests Word Analogy Practice 2
Tests Word Analogy Practice 3

Grammar and Writing Skills Review
Tests Grammar Practice 1
Tests Grammar Practice 2
Tutorials Grammar Skills Tutorial

Tests Writing Practice: Mechanics and Conventions
Tests Writing Practice: Organization and Focus
Tests Writing Practice: Sentence Structures
Tutorials Writing Skills Tutorial
Science Skills Review
Tests Chemistry Skills Improvement Practice
Prepare for the CLEP* Exams
Tests CLEP* College Composition Modular Practice Test 1
Tests CLEP* College Composition Modular Practice Test 2
Tests CLEP* College Mathematics Practice Test 1
Tests CLEP* College Mathematics Practice Test 2
Tests CLEP* Humanities Practice Test 1
Tests CLEP* Humanities Practice Test 2
Tests CLEP* Natural Sciences Practice Test 1
Tests CLEP* Natural Sciences Practice Test 2
Tests CLEP* Social Sciences and History Practice Test 1
Tests CLEP* Social Sciences and History Practice Test 2

High School Equivalency Test Preparation

Skills Check
Tests Skills Check: Applied Math 1
Tests Skills Check: Applied Math 2
Tests Skills Check: Language 1
Tests Skills Check: Language 2
Tests Skills Check: Language Mechanics 1
Tests Skills Check: Language Mechanics 2
Tests Skills Check: Math Computation 1
Tests Skills Check: Math Computation 2
Tests Skills Check: Reading 1
Tests Skills Check: Reading 2
Tests Skills Check: Spelling 1
Tests Skills Check: Spelling 2
Tests Skills Check: Vocabulary 1
Tests Skills Check: Vocabulary 2
Build Your Basic Skills
Tests Basic Algebra: Level 1, Practice Set 1
Tests Basic Algebra: Level 1, Practice Set 2
Tests Basic Algebra: Level 1, Practice Set 3
Tests Basic Algebra: Level 1, Practice Set 4
Tests Basic Algebra: Level 2, Practice Set 1
Tests Basic Algebra: Level 2, Practice Set 2
Tests Basic Algebra: Level 2, Practice Set 3
Tests Basic Algebra: Level 2, Practice Set 4
Tests Basic Algebra: Level 3, Practice Set 1
Tests Basic Algebra: Level 3, Practice Set 2
Tests Basic Algebra: Level 3, Practice Set 3
Tutorials Build Your Basic Algebra Skills
Tutorials Build Your Basic Grammar Skills
Tutorials Build Your Basic Math Skills
Tutorials Build Your Basic Reading Skills
Tutorials Build Your Basic Vocabulary and Spelling Skills
Tutorials Build Your Basic Writing Skills
Tests Data, Graphs, & Statistics: Level 2, Practice Set 1
Tests Data, Graphs, & Statistics: Level 2, Practice Set 2
Tests Data, Graphs, & Statistics: Level 2, Practice Set 3
Tests Decimals: Level 1, Practice Set 1
Tests Decimals: Level 1, Practice Set 2
Tests Decimals: Level 2, Practice Set 1
Tests Decimals: Level 2, Practice Set 2
Tests Decimals: Level 2, Practice Set 3
Tests Decimals: Level 2, Practice Set 4
Tests Decimals: Level 3, Practice Set 1
Tests Fractions & Mixed Numbers: Level 1, Practice Set 1
Tests Fractions & Mixed Numbers: Level 1, Practice Set 2
Tests Fractions & Mixed Numbers: Level 1, Practice Set 3
Tests Fractions & Mixed Numbers: Level 1, Practice Set 4
Tests Fractions & Mixed Numbers: Level 2, Practice Set 1

Tests Fractions & Mixed Numbers: Level 2, Practice Set 2
Tests Geometry: Level 1, Practice Set 1
Tests Geometry: Level 1, Practice Set 2
Tests Geometry: Level 1, Practice Set 3
Tests Geometry: Level 1, Practice Set 4
Tests Geometry: Level 2, Practice Set 1
Tests Geometry: Level 2, Practice Set 2
Tests Geometry: Level 2, Practice Set 3
Tests Geometry: Level 2, Practice Set 4
Tests Geometry: Level 3, Practice Set 1
Tests Geometry: Level 3, Practice Set 2
Tests Geometry: Level 3, Practice Set 3
Tests Geometry: Level 3, Practice Set 4
Tests Grammar Skills: Practice 1
Tests Grammar Skills: Practice 2
Tests Informational Reading: Level 1, Practice 1
Tests Informational Reading: Level 1, Practice 2
Tests Informational Reading: Level 1, Practice 3
Tests Informational Reading: Level 1, Practice 4
Tests Informational Reading: Level 2, Practice 1
Tests Informational Reading: Level 2, Practice 2
Tests Informational Reading: Level 2, Practice 3
Tests Informational Reading: Level 2, Practice 4
Tests Informational Reading: Level 3, Practice 1
Tests Informational Reading: Level 3, Practice 2
Tests Informational Reading: Level 3, Practice 3
Tests Informational Reading: Level 3, Practice 4
Tests Integers: Level 2, Practice Set 1
Tests Literary Reading: Level 1, Practice 1
Tests Literary Reading: Level 1, Practice 2
Tests Literary Reading: Level 1, Practice 3
Tests Literary Reading: Level 1, Practice 4
Tests Literary Reading: Level 2, Practice 1
Tests Literary Reading: Level 2, Practice 2
Tests Literary Reading: Level 2, Practice 3
Tests Literary Reading: Level 2, Practice 4
Tests Literary Reading: Level 3, Practice 1
Tests Literary Reading: Level 3, Practice 2
Tests Literary Reading: Level 3, Practice 3
Tests Measurement: Level 1, Practice Set 1
Tests Measurement: Level 1, Practice Set 2
Tests Measurement: Level 1, Practice Set 3
Tests Measurement: Level 1, Practice Set 4
Tests Percents: Level 2, Practice Set 1
Tests Percents: Level 2, Practice Set 2
Tests Percents: Level 2, Practice Set 3
Tests Percents: Level 2, Practice Set 4
Tests Ratios & Proportions: Level 1, Practice Set 1
Tests Ratios & Proportions: Level 2, Practice Set 1
Tests Ratios & Proportions: Level 2, Practice Set 2
Tests Ratios & Proportions: Level 2, Practice Set 3
Tests Ratios & Proportions: Level 2, Practice Set 4
Tests Ratios & Proportions: Level 3, Practice Set 1
Tests Real Numbers: Level 1, Practice Set 1
Tests Real Numbers: Level 2, Practice Set 1
Tests Vocabulary and Spelling Skills: Practice 1
Tests Vocabulary and Spelling Skills: Practice 2
Tests Whole Numbers: Level 1, Practice Set 1
Tests Whole Numbers: Level 1, Practice Set 2
Tests Whole Numbers: Level 1, Practice Set 3
Tests Whole Numbers: Level 1, Practice Set 4
Tests Whole Numbers: Level 2, Practice Set 1
Tests Whole Numbers: Level 2, Practice Set 2
Tests Whole Numbers: Level 2, Practice Set 3
Tests Writing Skills: Level 1, Practice 1
Tests Writing Skills: Level 1, Practice 2

Tests Writing Skills: Level 1, Practice 3
Tests Writing Skills: Level 1, Practice 4
Tests Writing Skills: Level 2, Practice 1
Tests Writing Skills: Level 2, Practice 2
Tests Writing Skills: Level 2, Practice 3
Tests Writing Skills: Level 2, Practice 4
Tests Writing Skills: Level 3, Practice 1
Tests Writing Skills: Level 3, Practice 2
Tests Writing Skills: Level 3, Practice 3
Tests Writing Skills: Level 3, Practice 4

Prepare for the GED® Test

Tests GED® Mathematical Reasoning Practice Set
Tests GED® Mathematical Reasoning Practice Test 1
Tests GED® Mathematical Reasoning Practice Test 2
Tests GED® Reasoning through Language Arts Practice Set
Tests GED® Reasoning Through Language Arts Practice
Test 1: Part 1
Tests GED® Reasoning Through Language Arts Practice
Test 1: Part 2
Tests GED® Reasoning Through Language Arts Practice
Test 2: Part 1
Tests GED® Reasoning Through Language Arts Practice
Test 2: Part 2
Tests GED® Science Practice Set
Tests GED® Science Practice Test 1: Part 1
Tests GED® Science Practice Test 1: Part 2
Tests GED® Science Practice Test 2: Part 1
Tests GED® Science Practice Test 2: Part 2
Tests GED® Social Studies Practice Set
Tests GED® Social Studies Practice Test 1: Part 1
Tests GED® Social Studies Practice Test 1: Part 2
Tests GED® Social Studies Practice Test 2: Part 1
Tests GED® Social Studies Practice Test 2: Part 2
Tutorials Introduction to the 2014 GED® Test
Tutorials Prepare for the GED® Mathematical Reasoning Test
Tutorials Prepare for the GED® Reasoning Language Arts Test
Tutorials Prepare for the GED® Science Test
Tutorials Prepare for the GED® Social Studies Test

GED® en Español

Tests 1.er Examen de Práctica GED® de Ciencia: Parte 1
Tests 1.er Examen de Práctica GED® de Ciencia: Parte 2
Tests 1.er Examen de Práctica GED® de Estudios Sociales:
Parte 1
Tests 1.er Examen de Práctica GED® de Estudios Sociales:
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Tests 1.er Examen de Práctica GED® de Razonamiento a
través de las Artes del Lenguaje: Parte 1
Tests 1.er Examen de Práctica GED® de Razonamiento a
través de las Artes del Lenguaje: Parte 2
Tests 1.er Examen de Práctica GED® de Razonamiento
Matemático
Tests 2.do Examen de Práctica GED® de Ciencia: Parte 1
Tests 2.do Examen de Práctica GED® de Ciencia: Parte 2
Tests 2.do Examen de Práctica GED® de Estudios Sociales:
Parte 1
Tests 2.do Examen de Práctica GED® de Estudios Sociales:
Parte 2
Tests 2.do Examen de Práctica GED® de Razonamiento a
través de las Artes del Lenguaje: Parte 1
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través de las Artes del Lenguaje: Parte 2
Tests 2.do Examen de Práctica GED® de Razonamiento
Matemático
Tutorials Desarrolle sus Habilidades de Gramática Básica
Tutorials Desarrolle sus Habilidades de Lectura Básica
Tutorials Desarrolle sus Habilidades Matemáticas Básicas

Tutorials Introducción de Examen GED® de 2014
Tests Práctica 1 de Analogías Verbales con instrucciones en
español
Tests Práctica 1 de Sinónimos y Antónimos con
instrucciones en español
Tests Práctica 2 de Analogías Verbales con instrucciones en
español
Tests Práctica 2 de Sinónimos y Antónimos con
instrucciones en español
Tests Práctica 3 de Analogías Verbales con instrucciones en
español
Tests Práctica 3 de Sinónimos y Antónimos con
instrucciones en español
Tutorials Prepárese para el Examen GED® de Ciencia
Tutorials Prepárese para el Examen GED® de Estudios Sociales
Tutorials Prepárese para el Examen GED® de Razonamiento a
través de las Artes del Lenguaje
Tutorials Prepárese para el Examen GED® de Razonamiento
Matemático
Tutorials HiSET® Exam Preparation Tutorial
Tests HiSET® Language Arts, Reading Practice Exam 1
Tests HiSET® Language Arts, Reading Practice Exam 2
Tests HiSET® Language Arts, Writing Practice Exam 1: Part I
Tests HiSET® Language Arts, Writing Practice Exam 1: Part II
Tests HiSET® Language Arts, Writing Practice Exam 2: Part I
Tests HiSET® Language Arts, Writing Practice Exam 2: Part II
Tests HiSET® Mathematics Practice Exam 1
Tests HiSET® Mathematics Practice Exam 2
Tests HiSET® Science Practice Exam 1
Tests HiSET® Science Practice Exam 2
Tests HiSET® Social Studies Practice Exam 1
Tests HiSET® Social Studies Practice Exam 2

Prepare for the TASC Test
Tutorials Prepare for the TASC Test
Tests TASC Language Arts, Reading Practice Test 1
Tests TASC Language Arts, Reading Practice Test 2
Tests TASC Language Arts, Writing Practice Test 1: Part I
Tests TASC Language Arts, Writing Practice Test 1: Part II
Tests TASC Language Arts, Writing Practice Test 2: Part I
Tests TASC Language Arts, Writing Practice Test 2: Part II
Tests TASC Mathematics Practice Test 1
Tests TASC Mathematics Practice Test 2
Tests TASC Science Practice Test 1
Tests TASC Science Practice Test 2
Tests TASC Social Studies Practice Test 1
Tests TASC Social Studies Practice Test 2

Graduate School Preparation

Prepare for Graduate School Admissions Exams
GMAT® Preparation
Tests GMAT® Analytical Writing Practice Test 1
Tests GMAT® Analytical Writing Practice Test 2
Tests GMAT® Analytical Writing Practice Test 3
Tests GMAT® Analytical Writing Practice Test 4
Tests GMAT® Analytical Writing Practice Test 5
Tests GMAT® Analytical Writing Practice Test 6
Tests GMAT® Practice Test 1
Tests GMAT® Practice Test 2

GRE® Preparation
Tests GRE® Analytical Writing Practice Test 1
Tests GRE® Analytical Writing Practice Test 2
Tests GRE® Quantitative Reasoning Practice Test 1
Tests GRE® Quantitative Reasoning Practice Test 2
Tests GRE® Verbal Reasoning Practice Test 1
Tests GRE® Verbal Reasoning Practice Test 2

LSAT® Preparation
Tests LSAT® Logic Games Practice Set 1

Tests LSAT® Logic Games Practice Set 2
Tests LSAT® Practice Test 1
Tests LSAT® Practice Test 2
MAT® Preparation
Tests MAT® Practice Exam 1
Tests MAT® Practice Exam 2
MCAT® Preparation (coming soon)
Tests MCAT® Practice Exam 1: Biological Sciences
Tests MCAT® Practice Exam 1: Physical Sciences
Tests MCAT® Practice Exam 1: Verbal Reasoning
Tests MCAT® Practice Exam 2: Biological Sciences
Tests MCAT® Practice Exam 2: Physical Sciences
Tests MCAT® Practice Exam 2: Verbal Reasoning
PCAT® Preparation
Tests PCAT® Practice Test 1
Tests PCAT® Practice Test 2

Skill Building for Adults
Build Your Math Skills
Tests Basic Algebra Practice 1
Tests Basic Algebra Practice 2
Tests Basic Algebra Practice 3
Tests Basic Algebra Practice 4
Tutorials Basic Algebra Tutorial
Tutorials Basic Math Tutorial: Comprehensive
Tutorials Basic Math Tutorial: Review
Tests Data, Graphs, & Statistics Practice 1
Tests Data, Graphs, & Statistics Practice 2
Tests Data, Graphs, & Statistics Practice 3
Tests Data, Graphs, & Statistics Practice 4
Tests Decimals Practice 1
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Tests Fractions & Mixed Numbers Practice 2
Tests Fractions & Mixed Numbers Practice 3
Tests Fractions & Mixed Numbers Practice 4
Tests Geometry Practice 1
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Tests Geometry Practice 3
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Tests Integers Practice 1
Tests Measurement Practice 1
Tests Measurement Practice 2
Tests Measurement Practice 3
Tests Measurement Practice 4
Tests Percents Practice 1
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Tests Ratios & Proportions Practice 1
Tests Ratios & Proportions Practice 2
Tests Ratios & Proportions Practice 3
Tests Ratios & Proportions Practice 4
Tests Real Numbers Practice 1
Tests Real Numbers Practice 2
Tests Real Numbers Practice 3
Tests Real Numbers Practice 4
Tests Whole Numbers Practice 1
Tests Whole Numbers Practice 2
Tests Whole Numbers Practice 3
Tests Whole Numbers Practice 4
Become a Better Reader
Tests General Reading Skills Practice 1

Tests General Reading Skills Practice 2
Tests General Reading Skills Practice 3
Tests Informational Reading Practice 1
Tests Informational Reading Practice 2
Tests Informational Reading Practice 3
Tests Informational Reading Practice 4
Tests Literary Reading Practice 1
Tests Literary Reading Practice 2
Tests Persuasive Reading Practice 1
Tests Persuasive Reading Practice 2
Tutorials Reading Skills Tutorial 1
Tests Synonym & Antonym Practice 1
Tests Synonym & Antonym Practice 2
Tests Synonym & Antonym Practice 3
Tests Vocabulary & Spelling Practice 1
Tests Vocabulary & Spelling Practice 2
Tutorials Vocabulary and Spelling Skills Tutorial
Tests Word Analogy Practice 1
Tests Word Analogy Practice 2
Tests Word Analogy Practice 3

Improve Your Writing, Speaking, and Grammar
Tutorials Grammar Skills Tutorial
Tests Writing Practice: Mechanics and Conventions
Tests Writing Practice: Organization and Focus
Tests Writing Practice: Sentence Structures
Tutorials Writing Skills for the Workplace
Tutorials Writing Skills Tutorial

U.S. Citizenship Exam Preparation
Become a U.S. Citizen
Tutorials Citizenship Test Practice: History & Civics Questions

SL Recursos Para Hispanohablantes
Mejores sus habilidades escritas y gramaticales
Tutorials Desarrolle sus Habilidades de Gramática Básica
Sea major lector
Tutorials Desarrolle sus Habilidades de Lectura Básica
Tests Práctica 1 de Analogías Verbales con instrucciones en
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Tests Práctica 1 de Sinónimos y Antónimos con instrucciones
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Tests Práctica 2 de Analogías Verbales con instrucciones en
español
Tests Práctica 2 de Sinónimos y Antónimos con instrucciones
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Tests Práctica 3 de Analogías Verbales con instrucciones en
español
Tests Práctica 3 de Sinónimos y Antónimos con instrucciones
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Desarrolle sus habilidades matemáticas
Tutorials Desarrolle sus Habilidades Matemáticas Básicas
Tests Práctica 1 de Comparación Cuantitativa con
instrucciones en español
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instrucciones en español
Tests Práctica 3 de Comparación Cuantitativa con
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Prepárese para el examen de GED
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Parte 1
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Parte 2
Tests 1.er Examen de Práctica GED® de Razonamiento a través
de las Artes del Lenguaje: Parte 1
Tests 1.er Examen de Práctica GED® de Razonamiento a través
de las Artes del Lenguaje: Parte 2

Feb. 12, 2016
RespectAbility – Public Comments – Maine Unified State Plan

RespectAbility is pleased to submit the following comments regarding the current draft of the State of Maine's Unified State Plan as required under Section 102 of the Workforce Innovation and Opportunity Act (WIOA). We are pleased to have this opportunity to offer our comments, raise our questions, and provide our suggestions about the content of the state plan.

Maine can and must do better in terms of competitive, integrated employment for people with disabilities. Only 31.2% of the 117,607 working age Mainers with disabilities are employed. Further, there are over 9,300 youth with disabilities and each year a quarter of them will age out of school into an uncertain future.

Maine has been viewed by some as a model state because it has Employment First policies enshrined both in executive order and in state legislation. **However, when you look at the gap between the employment rate of people with disabilities and those without disabilities, Maine comes dead last in the country.**

Government action alone–through executive orders, legislative decisions, and regulatory oversight– is insufficient. The necessary condition for achieving greater competitive, integrated employment for individuals with disabilities is engaging employers, meeting their talent needs and addressing stigmas that are barriers to work.

Thanks to WIOA, Maine has the opportunity to work hard to do exactly that by implementing the best possible WIOA plan focused on competitive, integrated employment for people with disabilities. The Pine Tree State has much to learn from other states that have worked hard to achieve improved employment outcomes. Other states have higher than 50% employment rates for their citizens with disabilities. **States like the Dakotas, Alaska, and Wyoming have achieved results by putting best practices into places.** The experience of these states shows ways that Maine can dramatically improve their outcomes. **Likewise, we are also seeing pockets of excellence around innovative youth programs designed to address disability employment in Georgia, Nevada, and Kentucky.**

To help the states succeed in this process we developed a resource called the Disability Employment First Planning Tool. This document details best practices and effective models. This toolkit contains models that are proven to work, be cost effective to implement, and be successful. **We have developed an extensive collection of data on disability and employment in Maine.** That information is attached to our comments.

From our review of Maine's Unified State Plan, we are deeply concerned that too many elements of the workforce system remain segmented and lack the lens of disability issues needed to better align programs. For example, the recommendations included in Appendix III "Regarding Services to People with Disabilities" offer substantive points where the workforce system can empower people to overcome the employment barriers created by disability. **However, we are concerned that because these ideas were included in an appendix, they do not reflect a workforce system preparing to help job seekers with barriers to employment. Further, we are concerned that the right data points around Maine's disability community are not integrated into the planning process as key performance metrics moving forward.** While the State Plan includes the labor force participation rate of people with disabilities and people with disabilities as a percentage of the population, there are no precise numbers around youth with disabilities. Nor are there any discussions around preparing youth with disabilities to succeed in growing and emerging sectors

of Maine's economy. **There is no discussion, for example, around expanding Project Search to meet the talent needs of the tourism industry or health or elder care. Likewise, Section 503 is absent from the text of the State Plan despite other parts that talk about "defense-dependent industries."** As Maine moves beyond the current draft of the Unified State Plan and looks to finalize WIOA implementation, there is a critical need to ensure the disability lens is applied to the work of the workforce system as a whole.

        As such, our public comments on Maine's WIOA State Plan are structured around those points where greater clarity, precision, and data are needed to ensure that people with disabilities will be better equipped to pursue the American Dream. From the accessibility of the workforce system to employer engagement to investing in transition programs for youth with disabilities, our comments are intended to help the Pine Tree State push hard to see improved integrated employment outcomes for Mainers with disabilities.

1. **Ensure that the best data points, including the Labor Force Participation Rates of people with disabilities v. those without disabilities, are used performance metrics:**

        As we expressed in our introduction, Maine can and must do better in terms of jobs for people with disabilities. Your state is dead last in the country in terms of the gap in labor force participation rate between those with and without disabilities. What gets measured gets done – and you are not currently measuring the most important performance metric.

        It is vital that the workforce system and the State Board include the labor force participation rates of people with disabilities on their state dashboards and performance metrics. Looking at unemployment information or job placements alone is not enough. Decision makers are missing the bigger picture of those individuals with barriers to employment who are not actively seeking work. **As an example of the data that is needed, we are including a link to, and a copy of, the presentation our organization has compiled about employment for Mainers with disabilities**. Collected from Census Bureau data, this collection should be valuable to the WIOA work being done in Maine.

        From the text of Maine's Unified State Plan, it is clear that there is access to good data around labor force participation rates. For example, in the "Labor Market Trends" section in the "Economic and Workforce Analysis" on page 14, the Plan notes "The 25 to 54 age cohort has the highest rates of labor force participation, nearly 85 percent, but it has been declining since 2000." Further in terms of employment and disability, the Plan references the key data point directly. In the section on INDIVIDUALS WITH EMPLOYMENT BARRIERS, the Plan reports that the "Labor force participation of adults with disabilities averaged just 32 percent, half the rate of those with no disability from 2011 to 2013." This is critical data that is needed to inform the planning process. As such, we recommend that the State Plan be revise to include the labor force participation rates of people with disabilities as a key performance metric of the workforce system in the years ahead.

        Getting Mainers with disabilities interfacing with the workforce system and trained to enter the workforce system is critical for very clear reasons. As APPENDIX III states, "People with disabilities make up 14% of Maine's working age population" and that "this is a large and potential labor force." Yet this powerful statement about the worth and value of people with disabilities could easily be ignored having been buried in an appendix on page 180 of the plan.

2. Strong Sector Strategies- The need for strategic alignment of workforce development and economic development to expand employment for people with disabilities:

As we stated above, there is a significant gap in the labor force participation rates between people with and without disabilities. Only 31.2% of people with disabilities in Maine are employed while 78.8% of their non-disabled peers are employed results in a 47.6 point gap. The most effective way of beginning to close that gap will be to train and prepare people with disabilities for careers in those sectors of Maine's economy that are rapidly expanding and/or where there is high turnover. After all, WIOA is supposed to be an employer-driven paradigm shift and expanding the opportunities needed to overcome barriers to employment requires strong partnerships with employers in growing industries.

From the analysis of "Current Job Demand and Outlook" it is clear where those partnerships should be built. As found on page 18, "A recent survey of employers on job vacancies…found that 80 percent of job vacancies occurred in five sectors: healthcare and social assistance, retail trade, administrative and waste services, accommodation and food services, and construction." Further State Plan goes into greater detail around specific sectors where demand exists now and demand continues to grow.

The jobs gains in these sectors offer a great opportunity for focused sector strategies improve employment outcomes among people with disabilities in Maine. We submit that these are job sectors where people with disabilities can excel and benefit their employer's bottom line. People with disabilities represent an untapped labor resource that, with the right training and supports, can meet the diverse talent needs of Maine's growing job sectors. Below, we offer our specifics ideas on how to implement such efforts:

A. Health and Elder Care

The State Plan makes clear that healthcare is one of the greatest areas of growing demand in the economy of Maine. Specifically, on page 20, line 1, the Plan states that "Healthcare is the largest sector in Maine, accounting for 17 percent of jobs." This is an industry only expected to grow in the years ahead. The current draft of the plan goes on to state that "Of the net job growth expected through 2022, most is expected in this sector."

As with many states, the growing talent needs of employers in this sector is propelled by demographics and aging. "Maine has the lowest share of youths and highest share of people in their upper 50s and 60s in the nation." This fact will only make the demand for workers in the field of health care more acute as Baby Boomers age. This is at once a challenge for Maine's workforce system and an opportunity for Maine's disability community. **People with disabilities can and should be part of the solution to this critical demand in the labor market.** To quote [a 2014 report from the Office of Disability Employment Policy (ODEP)](), "[people with disabilities] not only represent an untapped talent pool, but also offer significant value and insight" in the field of healthcare. Indeed, it is important for healthcare institutions to reflect their customers, and people with disabilities interface more with the healthcare system. There are [numerous examples of young people with disabilities doing incredible work in the fields of healthcare](), [elder care, and in assisted living](). **Employers working in health and elder care can greatly benefit from the loyalty, dedication, and retention rates of employees with disabilities.**

Despite the incredible success that other states have experienced creating training programs for young people with disabilities, Maine lacks any Project Search sites. This is a critical gap and one that should be corrected immediately through the Unified State Plan. Nationally, each year approximately 2,700 young people with disabilities, spread out in 45 states,

do a nine-month, school-to-work Project Search program that takes place entirely at the workplace. This innovative, business-led model features total workplace immersion, which facilitates a seamless combination of classroom instruction, career exploration, and worksite-based training and support.

Project Search sites overall have been achieving outstanding results for people with disabilities, employers, and taxpayers alike. For example, the first longitudinal study of the program, which was conducted in upstate New York, found "a 68% success rate in transitioning students from high school into competitive employment" and "Project SEARCH sites…New York that have an impressive 83% success rate overall." The goal for each program participant is competitive employment.

Given the funding and service imperatives in WIOA around youth, disabilities, and sector strategies, Maine has an opportunity to invest heavily in the Project Search model. It could be a great channel for collaborative energies of the workforce system to coalesce around meeting a growing labor need with an untapped labor resource. As such, we highly recommend that Maine look to learn from other states that have had rewarding experiences with Project Search. While Maine has to start small, there is no reason to think small in the planning stage. We highly encourage you to learn from Wisconsin which has rapidly expanded its network of Project Search sites. The experiences of the dedicated state officials, VR counselors, workforce professionals, and special educators from Wisconsin offer profound insights into how make this cost-effective model a success. We encourage Maine to look at Project Search and other such programs which will save big money for taxpayers while also strengthening the talent pool for employers.

B. Tourism and Hospitality as a sector for employees with disabilities to shine:

What Maine lacks in population, it makes up for it in physical beauty. It is no surprise then that Tourism is a critical industry in several different regions of Maine. For example, tourism is a big economic cluster in the Coastal Counties Region, Cumberland County is focused "on tourism and seasonal, recreational-based economics", and the "Boothbay/Damariscotta hub features a strong tourist industry." One of the critical operating costs of employers in this industry is employee turnover.

For all jobs earning less than $50,000 per year, the average cost of replacing one employee is between $6,000 and $20,000. Research shows that employees with disabilities, when their interests and abilities are aligned with the needs of employers, are more productive and loyal than their non-disabled peers. Company records show that even when the relatively more expensive accommodations were factored in, the overall costs of disability accommodations were far outweighed by the low turnover rates and better tenures of the employees with disabilities.

As such, we encourage Maine's workforce system to look at ways to train people with disabilities to be successful in the hospitality industry. Accommodations and food service are extremely high turnover jobs and numerous studies show that people with disabilities can be outstanding in those fields and have significantly higher employer loyalty.

An outstanding example of the type of work needed is found in Missouri. As part of the Poses Family Foundation's Workplace Initiative, a coalition of employment service providers has launched a successful training and placement program with the hospitality sector in St. Louis. This training runs for up to 12 weeks, and takes place on site at the hotel; all participants are paid by the hotel for the duration of training. Since the summer of 2015, two cohorts of trainees have completed training at the Hyatt Regency. Trainees have gone on to permanent

employment at the Hyatt and other hotel partners in a range of departments—culinary; auditing; and customer service. This type of training and Poses' Workplace Initiative could easily be part of your overall Sector Strategies.

Likewise, in other states, hotels and other hospitality employers have found Project SEARCH to be an amazing source of talent. The work done by Embassy Suites and David Scott in Omaha, Nebraska offers valuable lessons that can enable Maine to improve employment outcomes for people with disabilities. Maine's State Board, along with other components of the workforce system, should connect with employers in the hospitality sector to begin figuring out how to benefit from these models.

C. Capitalize on the Autism Advantage in IT jobs:

As reported on page 20, line 5, "Information technology (IT) is expected to continue to increase in importance across every sector of" Maine's economy. The labor demands of this industry are "fast changing requiring a flexible, adaptable workforce" and it is challenging workforce systems to prepare for the 21st century. While this sector puts a primary on post-secondary education and technical proficiencies, there is no reason to exclude people with disabilities from this talent pipeline. **In fact, as has been documented in many cases, disability can sometime be a real asset in the STEM space. There can be an "Autism Advantage" in the STEM space. Indeed, some people on the Autism spectrum can have the very best skills in science, math and engineering.** Microsoft, SAP, and Specialisterne have committed themselves to "provide employment opportunities for people on the autism spectrum in roles such as software testers, programmers, system administrators, and data quality assurance specialists." The Israeli Defense Forces recruits and trains their citizens on the Autism spectrum for work in their elite intelligence unit. As Carol Glazer said, writing earlier this year in *Huffington Post*, "America is already lagging when it comes to STEM-skilled workers. The U.S. will have more than 1.2 million job openings in STEM fields by 2018."

Federal contractors and other employers have huge demands for STEM qualified talents. However, many schools place their best supports for students with disabilities in schools that do not have strong STEM training. This is a huge loss as people on the Autism Spectrum, for example, can have the very best skills in science, math and engineering. Microsoft, SAP, and Specialisterne have committed themselves to "provide employment opportunities for people on the autism spectrum in roles such as software testers, programmers, system administrators, and data quality assurance specialists." These experiences and partnerships offer insights into how to challenge employer perceptions, recruit diverse talent, and ultimately put peoples to work. Delaware's Governor Jack Markell has led the way in partnering with companies to employ more people on the autism spectrum. Such examples need to be implemented by Maine. **This issue of STEM and access for student with disabilities is a natural point of partnership between the workforce system and the educational system. That work needs to start young, be matched with high expectations for success, and work to ensure people with disabilities have the chance to become future scientists, engineers, and mathematicians**.

Partnerships should be created with federal contractors who have 503 requirements and talent shortages. Being a small state puts Maine's workforce system at an advantage in terms of building partnerships and coordinating resources. On the Section 503 front, several cities in Maine play host to the operations of General Dynamics Corp., Martin's Point Health Care Inc., OWL Companies, Source for Native American Products LLC, and Ameresco Inc. Through

WIOA, Maine has the opportunity to really innovate in helping these dynamic businesses meet and exceed their Section 503 requirements.

    D. **Jobs with state government and state contracting can also be sources of opportunity:**

While the focus of our comments on Maine's Unified State Plan are around aligning the workforce system to create opportunities for Mainers with disabilities in the private sector, public sector employment should not be neglected. In the year ahead, the workforce of Maine's state government is likely to be impacted by the cresting wave of Baby Boomers retiring just as other sectors are being shaken.

As discussed in the Unified State Plan, government jobs are critical to several of the regional economies in Maine. For example, as discussed on page 29, lines 1, 2, and 3, "Central/Western region represents 30 percent of Maine's land area, 28 percent of the population and one quarter of the state's jobs" and a large segment are government jobs. To put that in perspective, as reported on line 25, page 33, in Kennebec County "15 percent of county jobs" are "jobs in state government."

As such, adopting affirmative actions to hire people with disabilities could be a solution to this coming challenge. Other states have adopted such steps as an opportunity measure in their state hiring policies. This was first discussed in Governor Markell's *Better Bottom Line* Initiative and later in RespectAbility's *Disability Employment First Planning* Toolkit. In Governor Markell's own words, "One key action is to set a state goal for hiring people with disabilities through an executive order and hold agencies accountable for achieving that goal."

Maine should explore the feasibility of Affirmative Action hiring of people with disabilities for jobs in state government plus expanding state contracting obligations similar to the model we see in Section 503 for Federal contractors. Governor Inslee in Washington State and Governor Dayton in Minnesota have been working to implement such measures for people with disabilities through executive orders. Likewise, we are also seeing great success with governmental hiring of people with disabilities at the local level in Montgomery County Maryland. The untapped potential of Mainers with disabilities is such that a full-spectrum, all-of-the-above-and-more approach is needed. While our priority is on seeing the talents of people with disabilities channeled into the private sector, employment opportunities in the public sectors shouldn't be over looked as part of the state's overall workforce strategy.

3. **Make busting stigmas, myths, and misconceptions a key part of Maine's workforce strategy:**

Low expectations and misconceptions are critical barriers to employment for people with disabilities. A Princeton study shows that while people with disabilities are seen as warm, they are not seen as competent. Similarly, a study published by Cornell Hospitality Quarterly found that companies share a concern that people with disabilities cannot adequately do the work required of their employees. **We therefore recommend that Maine's Unified State Plan be amended to include a comprehensive proactive communications/public relations strategy for reducing such stigmas**. Indeed, we know that other groups of Mainers with barriers to work also face stigmas, especially those leaving the corrections system.

Indeed, the best way to fight stigmas is to let employers see the facts from other employers who are already succeeding by hiring people with disabilities. In terms of potential employer partners, we encourage your state plan to look at the Disability Equality Index that assesses the inclusion and hiring efforts of major employers. It was put together by the United

States Business Leadership Network (USBLN) which operates a network of affiliates across the country that can be an incredible resource for your work. The companies which scored 100% in the USBLN index can be a great resource. These are Ameren Corporation, AT&T, Booz Allen Hamilton Inc., Capital One Financial Corporation, Comcast, NBC Universal, Ernst & Young LLP, Florida Blue, Freddie Mac, Highmark Health, JPMorgan Chase & Co., Lockheed Martin Corporation, Northrop Grumman Corporation, Pacific Gas and Electric Company, PricewaterhouseCoopers LLP (PwC), Procter & Gamble, Qualcomm Incorporated, Sprint Corporation, Starbucks Coffee Company, and TD Bank N.A.

Polls and focus groups show that there are three types of messages and audiences that are needed to expand employment for people with disabilities. Serious communications campaigns are needed for all three:

A. **CEOs/business leaders need to understand the value proposition/business case for their specific company as to why they should focus on putting people with disabilities into their talent pipelines**. This is best done through business-to-business success stories. Those businesses need to share their success stories and to talk about how people with disabilities can be extremely capable and loyal workers. While there are few Stephen Hawkings — with or without disabilities — people with disabilities can work highly successfully in hotels, healthcare, tend our parks and facilities, assist aging seniors, and be super talents in developing computer software and engineering solutions. CEOs and business leaders need to know that people with disabilities can be the BEST people to get a job done. You have a Business Leadership Network in ME that can and should play a leadership role in this. Proctor & Gamble has been very involved in this in the past.

B. **Human resources professionals and on-the-ground supervisors need to understand that hiring people with disabilities is generally easy and inexpensive, and that any costs incurred are more than offset from increased loyalty.** Hiring managers and supervisors are key implementers who can turn high minded policy and business goals into action at the ground level. However, studies show that many of them are afraid of what they don't know about people with disabilities. They are afraid of potential legal action, costs, or other failures. For them, they need supports that will empower to overcome their own fears and to excel at recruiting, hiring, supervising or working with teammates with disabilities. Maine's VR staff and community agencies can fully support human resources professionals and managers in dealing with their own specific fears and stigmas surrounding hiring people with disabilities. Moreover, online and in-person training is readily available to help from a variety of sources. RespectAbility has online webinars, as does ASKJAN.org, USDOL and others. Partners like the Poses Family Foundation Workplace Initiative can provide training to the workforce staff and volunteers systems-wide as well as to community agencies in supporting companies through messaging efforts around related to fear and stigma. The National Organization on Disability and the U.S. Business Leadership Network offer strong resources.

C. **People with disabilities and their families need high expectations. From the time of diagnosis, education for high expectations must begin. Maine's Employment First efforts need to be supported by a PR campaign that will inspire Mainers with disabilities to reach for the stars.** For example, Virgin Airways founder Sir Richard Branson and finance wizard Charles Schwab are dyslexic. Scientist Stephen Hawking and multi-billionaire businessman Sheldon Adelson, like Gov. Greg Abbott of Texas

and President Franklin D. Roosevelt before them, are wheelchair/mobility device users. The CEO of Wynn Casinos, Steve Wynn, is legally blind. Arthur Young, co-founder of the giant EY (formerly Ernst & Young) was deaf. Success sells success and that is something the workforce system should seriously utilize in an intentional manner moving forward.

This type of effort needs to begin at the highest levels of state government. In other states, **Governors have been incredible role models on this front – bringing media to best practices of inclusive employment**. Governors Jack Markell of Delaware, Jay Inslee of Washington, and Scott Walker of Wisconsin have all done this extensively. The media appearances made by these Governors have been vital in demonstrating the business case for hiring people with disabilities. **This type of systematic and ongoing communications campaign must continue if you want to maximize your success**.

It is also critical that Maine VR staff and community agencies be prepared to support companies in dealing with their specific fears and stigmas. **Partners like the Poses Family Foundation Workplace Initiative can provide training to Maine VR staff as well as community agencies in supporting Maine companies through messaging efforts around related to fear and stigma.**

4. <u>**Section 503 of the Rehabilitation Act and Federal Contractors offer Maine the chance to innovate, collaborate, and expand opportunity:**</u>
While there is a great deal of detail in the current draft of Maine's Unified State Plan, there is also an omission. **Specifically, the State Plan lacks explicit references to the employment opportunities and talent challenges created by the Section 503 regulations and federal contractors**. <u>Maine's Plan does not discuss at all the new 7% utilization goal set for companies to recruit, hire, and retain qualified individuals with disabilities in all job categories</u>.

Maine needs to respond to the opportunity created by Section 503 with a strategy focused on competitive advantage, not just compliance. These regulations and requirements entail far more than just new rules for businesses to play by. **Section 503 is an opportunity that could potentially have a broad impact on the employer engagement work of the entire workforce system.** The companies who must comply with Section 503 have an opportunity to teach companies not impacted by the regulations how to effective employ, engage, and retain workers or customers with disabilities.

5. <u>**Effective employer engagement depends on the BLN and others as you focus on the right business audience:**</u>
Improving employment outcomes in Maine very much depends on being an employer driven paradigm shift. As we mentioned above, it is vital to emphasize the business case for hiring people with disabilities again and again for a simple reason. Government action alone-- even through vocation rehabilitation -- is insufficient to improve employment outcomes for people with disabilities. The necessary condition for achieving greater competitive, integrated employment for individuals with disabilities is engaging employers and meeting their talent needs.

As such we very disappointed to see limit attention given to one of the most important assets that Maine has in terms of making the business case for hiring people with disabilities. <u>Maine Business Leadership Network is an affiliate chapter of the national BLN</u> and we are

disappointed to see that it is not yet at the WIOA table. To quote the USBLN's affiliate website, "Affiliates engage in networking discussions to increase their knowledge of community outreach, recruiting and interviewing, the accommodation process and barriers to employment" and equip employer to learn "learn how to leverage their organizations for success."

The State Plan does mention the role of the Bureau of Rehabilitation Services in "connecting Maine employers to the national Business Leadership Network" in line 30 on page 62. However, the absence of any discussions of the local affiliate chapter neglects on of the key building block needed for improved outcomes. Engaging the Maine BLN, which brings together inclusive employers whose bottom lines have benefits from employees with disabilities, will be critical to the WIOA process moving forward.

6. **Overcome the gap between disability services and career services in Post-Secondary Education:**

There is a fundamental disconnect in most post-secondary education programs between disability services and careers. This is not a new issue and it is one that other organizations have raised in the past. However, with the priorities put into place by the implementation of WIOA, there is a historic opportunity to bridge this gap and to improve career and technical education for young people with and without differences. As formulated by the National Organization on Disability, at most educational institutions, "the career services office, which assists students in preparing for" the workforce "lack a strong—or any—connection to the office of disabled student services, which ensures proper accessibility and accommodations on campus for students with disabilities."

The result is a price we pay as a society is twofold. First, it costs employers who are unable to find qualified job candidates. Second, it costs students with disabilities who may be able to graduate with a degree thanks to accommodations but will go on to struggle to succeed in the working world. Nationally, there are 1.3 million young Americans ages 16-20 with disabilities. They have high expectations to go into the workforce but currently only 53% of college graduates with disabilities are employed as opposed to 84% of graduates with no disability. In total, only about 7% of people with disabilities will earn a college degree and less than half of the 2.3 million with a degree are employed.

Due to the mandate created by Section 503 of the Rehabilitation Act, federal contractors now have a utilization goal to make sure that 7% of their employees across all job groups be qualified people with disabilities. This regulation is actually a huge opportunity because companies are actively looking to hire recent graduates with disabilities. The first place for new recruits is college and campus recruiting. Maine has the chance to demonstrate to business that college students with disabilities are on campuses and that they should be actively targeting those with disabilities just as they do all other diversity recruiting on college campuses.

While the statistics cited above are national ones, they have bearing on the work that needs to be done through your community college system. Beyond just WIOA, community colleges are uniquely positioned to innovate in order to expand opportunity. Community colleges are very closely connected to the working world and the specific training requirements of employers. As you look to triangulate between employer needs, skills training, and recruiting workers; you will do well to remember the importance of getting students with disabilities connected to career services and prepared for the workplace early.

7. **Ensure that Apprenticeship Programs are Fully Accessible and Actively Recruiting Young People with Disabilities, Especially with Government Contractors:**

We are pleased to see that Maine's apprenticeship programs are closely tied to the major industry sectors of the Pine Tree State. As discussed on page 63 in lines 27, 28, 29, "Currently apprenticeship works jointly with the Maine Community College System to package training and education resources" in both "precision manufacturing" and "with Adult Education for the healthcare industry." Further, in line 20, the Plan states that Apprenticeship is a "targeted outcome for WIOA participants" and commits on line 21 "to expand the 20 apprenticeship services presently available through State general funds." These are critical steps and are steps that need to be fully accessible to people with disabilities in Maine.

Indeed, people with disabilities can be incredibly successful employees in such dynamic fields if given the structure, supports, and training an apprenticeship can offer. As such, we would direct you attention to two recommendations.

First, we highly encourage the workforce system in Maine to look at the hard work done by the federal Office of Disability Employment Policy around apprenticeships as a career pathway for young people with disabilities. ODEP has studies the challenges and generated resources which can open up these exciting programs to "youth and young adults with a full range of disabilities." The regulations related to apprenticeship which have recently come out of the Department of Labor provide states the flexibility them need to refine and design training programs that maximally inclusive of people with diverse talents. **We encourage you to invest time and energy to understand the best practices contained in ODEP's apprenticeship toolkit.**

Second, if they are not yet conversance on these issues, we highly recommend that the staff of Maine's Vocational Rehabilitation be trained on the specifics of apprenticeship programs. **Further, we would also highly recommend that VR staff connect and collaborate with the Federal officer responsible for apprenticeship programs in Maine.**

Third, because "apprenticeship works jointly with the Maine Community College System" there is a critical chance to recruit students with disabilities. As discussed in the section about the gap in the educational system, students with disabilities need to be better fitted to transition into the world of work. Apprenticeships, especially industry-driven programs in a community college, could be a great way of doing that. As such, we would direct the State Plan to encourage these programs to actively recruit community college students with disabilities.

Such innovative partnerships and improved accessibility are essential elements of realizing the full promise of WIOA for people with disabilities.

8. **Prioritize pre-employment training and expand partnerships with VR**

There are critical roles to be played by disparate elements of the system as a whole in Maine. As much as we would encourage Maine to invest WIOA funds in establishing Project Search programs to channel students with disabilities into health care and hospitality jobs, this is not the only paradigm that you should follow. The school system, vocational rehabilitation, and local workforce boards can build creative, collaborative partnerships with companies that are leading on disability.

As you embark on your new strong collaborations, we encourage you to explore proven programs such as Amazon, UPS, and Pepsi. The global logistics companies UPS, at one of their busiest facilities, there is a training program dedicated to preparing youth with disabilities to succeed. Taking place in Louisville, KY, The Transitional Learning Center is the

result of a partnership between an employer, the school system, and vocational rehabilitation. Pre-training programs are great because the offer the opportunity to train youth with disabilities in the soft skills they need to succeed and provide them with a foundation of work experience.

  Maine should also look at other models of innovation that are showing great potential to fundamentally improve employment outcomes. To begin with, we would highly recommend that Maine examine how to support disability employment efforts through establishment of public/private partnerships in local communities. These types of partnerships could focus on the "cluster" model, started by Poses Family Foundation that is having tremendous success in diverse states as Nevada, Georgia, and Ohio. This model depends on "consortium of employers committed to implement or expand programs", "a public/private partnership to coordinate services for job-seekers with disabilities, with a single point of contact for employers", and "Connections among employers, public and private agencies, and schools to reach young adults with disabilities who are in transition from school to work."

9. **Avoid the Opportunity Costs of Focusing Too Much on One-Stop Centers.** **Programmatic Accessibility is Critical Important**
  Public policy is about the allocation of scarce resources to meet infinite needs. It is vital to invest resources on those points where they can have the greatest effect. **One challenge that we have seen in many states WIOA plan has been the prioritization of expensive bricks and mortar One-Stops as the primary access point for programs and services under WIOA.** Focusing exhaustively on One-Stop Centers, physical infrastructure, and co-locating services comes at the opportunity cost of losing the chance to improve supports and increase outcomes.
  The workforce needs of state economies are evolving rapidly thanks to technology and globalization. Investing excessive resources on physical locations at the expense of improving online delivery of workforce services and supports is an example of looking backwards, not forwards. Moreover, the District of Columbia and others have successfully moved much of their one-stop services to trained staff with laptops that go to schools, hospitals, and community organizations where they are better able to serve the public.

10. **Getting Out the Word on Free and Accessible Services and Resources:**
  There are many online and in person resources to help employers and people with disabilities come together to build success. However, all the stakeholders need to be educated to know that these resources exist, and that they are free and user-friendly. These resources must also all be accessible. **Also, Maine should be careful not to waste money trying to re-invent the wheel in creating online resources as ASKJAN.org, the US Department of Labor's Office of Disability Employment** Policy, our organization and others also offer free toolkits, webinars and training opportunities. Another resource is Understood.org. This is a comprehensive resource to help families and individuals with learning and attention issues build their educational and career plans. It will be helpful to collaborate with those groups however to ensure that the best tools are created to fit the training and information needs on these issues.

11. **Nothing About Us Without Us:**
  "**Nothing About Us without Us" has long been a rallying cry for the one in five American who have a disability and it has implications for the workforce system.** Even a non-voting member of a WIB can bring critical perspectives that improve the WIB's efforts. As much as we pleased to find that the American Council of the Blind of Maine, there is still yet

more room for additional voices to offer their perspectives on disability and employment. A**s such we recommend that your state plan look at adopting language which would include the placement of a representative from the disability community and a representative of your state's VR system on your State Board.** Further, there is an additional opportunity for the Unified State Plan to direct local workforce boards to connect with local community organizations to recruit self-advocates to add their perspectives. A "focus on delivering greater value to customers of the WDS" is listed as a key state strategy on page 52, line 18 of the State Plan. As such, it is critical that the perspectives of job seekers with disabilities be integrated into the governances of WIOA in Maine.

12. <u>**Aging workers and those with recently acquired disabilities must be specifically addressed in the plan:**</u>
   Many people who have been in the workforce for decades find that before full retirement age they cannot keep up with the physical demands of their jobs. You should not wait until they lose their jobs to get involved. In Iowa, IVRS works with a major employer, Unity Point Hospital to "re-home" employees to other jobs within the same company when good workers can no longer do physical jobs and need a new assignment. They find that Emergency Room nurses, for example, come to a point where they can no longer keep up with the physical demands of that job. They have a department that works to "re-home" talented and valued employees who either age into a disability or acquire a disability through accident or illness. Empowering youth with disabilities to enter the workforce should be your highest priority, but keeping aging workers in the workforce until retirement age is also important. This will take a specific strategy and effort so that you don't have massive numbers of people going onto disability rolls and out of the workplace prematurely.

13. <u>**The disability issues of people involved in the corrections system must be addressed:**</u>
   There are several points where the current draft of Maine's Unified State Plan addresses the unique workforce challenges facing ex-offenders as they attempt to reenter society. On page 85, lines 25 & 26, the State Plan reports that the corrections system in Maine "received a total of 1,218 prisoners from the courts." On line 27, the Plan states that "DOC anticipates releasing approximately 1,200 prisoners this year." The Plan makes a clear statement in line 30 saying that "From the moment someone enters into the corrections system, efforts should be underway to provide them with the education and skills needed to prepare for employment." We applaud these commitments and agree with the sentiment. **However, for these efforts to be maximally effective, this work needs to be viewed through the lens of disability. The reason is simple.** <u>According to recently published data from the Bureau of Justice Statistics, "An estimated 32% of prisoners and 40% of jail inmates reported having at least one disability." This issue is a serious one and it needs to be addressed at the state level.</u> Frequently people are involved in the criminal justice system because they have disability issues, including learning differences, ADHD, executive function, and mental health issues that went undiagnosed and/or unaddressed through childhood and into the school years. Given these statistics from the BJS, it is vital that your state identify how many of the individuals in the ex-offender pipeline have disabilities. Serving ex-offenders is a critical workforce development challenge and one that can only increase when disability is a factor and it is not addressed appropriately. The price paid for ignoring this issue are higher rates of recidivism and greater costs to society. Assessment tools are needed to identify disability issues as people enter the

prison system. Doing so creates opportunities to address those issues productively. If people in the corrections system who will be released eventually are to be well served by Maine's workforce system, then it is vital that disability issues be identified and addressed in a way that will help work successfully in the future.

CONCLUSION

Maine "talks the talk" but do not yet "walk the walk" on inclusive employment. It ranks last in the country on employment of people with disabilities. It can and must do better. This is an issue that Maine has the opportunity to address because of WIOA and it must be addressed through the State Plan. Failing to properly train and prepare job seekers with disabilities costs our state's economy incredible talent and shatters the aspirations of so many people with disabilities who want to pursue the American Dream, just like everyone else.

The bottom line is that expanding job opportunities for people with disabilities is a win-win-win for employers, taxpayers and people with disabilities alike. It is good for employers because the loyalty, talent, and skills of workers with disabilities contribute to the employers' bottom line. It is good for the workforce system because improving services and supports for job seeker with disabilities will benefit others with different barriers to employment. It is good for people with disabilities who want the dignity, pride, friendships, independence and income that work provides. We are happy to answer any questions you have and to help in any way.

We have included a chart below which looks at the gap in workforce participation between those with and without disabilities nationally over time. As seen in the chart, as women and minorities have been able to make significant strides in joining the workforce, people with disabilities have not. We know that by maximizing the potential of Maine's WIOA that all of this can change for the better for the people of our state.

Chart 1 – The gap nationally in workforce participation rates between people with disabilities and their non-disabled peers.
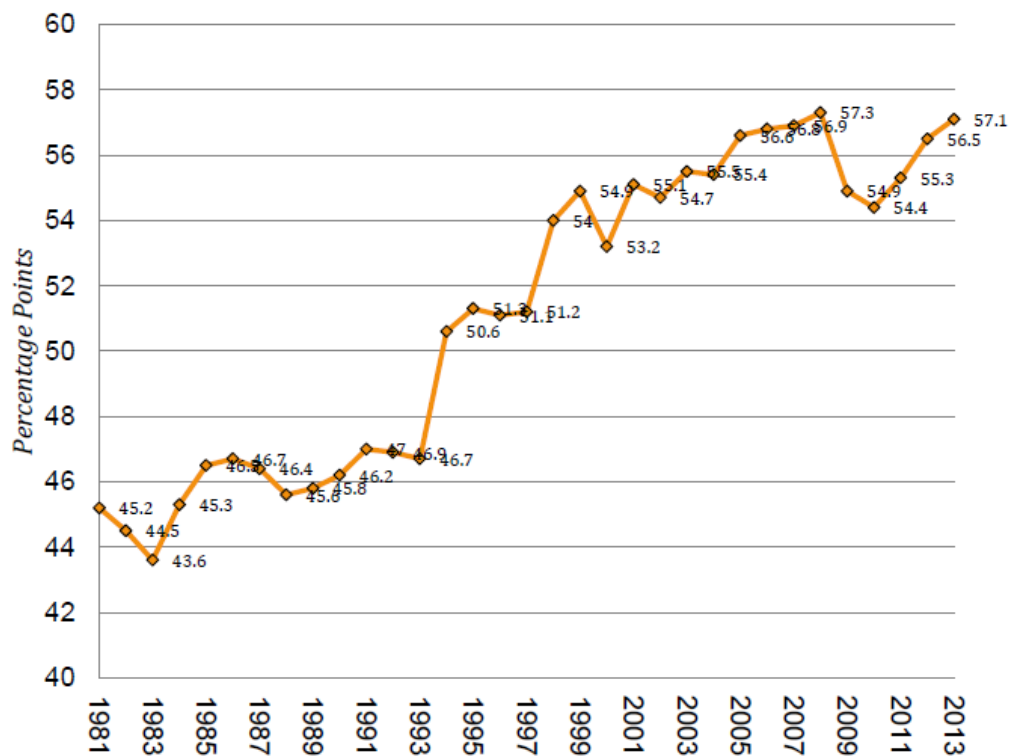
Source for chart is the Disabilities Compendium.

Below are two data tables that provide detailed information ranking the states in terms of employment rates for people with disabilities as well as the employment gap between people with and without disabilities. This has been added to show you where Maine ranks nationally and to showcase several of the data points needed in Maine's WIOA State Plan.

Table 1 Ranking 50 States by Employment Rates and Employment Gap

Data Source- Column 1: Table 2.1: Employment—Civilians with Disabilities Ages 18 to 64 Years Living in the Community for the United States and States: 2013 from the Annual Disability Statistics Compendium

Data Source-Column 2: Table 2.9: Employment Gap—Civilians Ages 18 to 64 Years Living in the Community for the United States and States, by Disability Status: 2013 from the Annual Disability Statistics Compendium

Link: http://disabilitycompendium.org/compendium-statistics/employment

Column 1 Ranking of States by Employment Rate of People with Disabilities			Column 2 Ranking of States by the Employment Gap between People with disabilities and people without disabilities				
#	State	% of PWDs Employed	#	State	% of PWDs Employed	% of People without Disabilities Employed	Employment Gap as a %
1	North Dakota	52.8	1	Alaska	47.8	75.2	27.4
2	Wyoming	50.7	2	Wyoming	50.7.	79.4	28.7
3	South Dakota	48.1	3	North Dakota	52.8	83.1	30.3
4	Alaska	47.8	4	Nevada	39.2	73.1	33.9
5	Minnesota	46	5	Utah	42.5	76.6	34.1
6	Nebraska	45.5	6	New Mexico	35.3	70.1	34.8
7	Iowa	44.8	7	South Dakota	48.1	83	34.9
8	Utah	42.5	8	Colorado	42.3	77.3	35
9	Colorado	42.3	9	Texas	38.7	74.7	36
10	New Hampshire	41.8	10	Minnesota	46	82.1	36.1
11	Kansas	41.7	11	Connecticut	40	76.4	36.4
12	Wisconsin	40.9	12	Hawaii	39.1	75.7	36.6
13	Connecticut	40	13	Nebraska	45.5	82.6	37.1
14	Maryland	40	14	Iowa	44.8	82.1	37.3
15	Montana	39.4	15	Kansas	41.7	79	37.3
16	Nevada	39.2	16	Montana	39.4	76.8	37.4
17	Hawaii	39.1	17	Arizona	33.6	71.3	37.7
18	Texas	38.7	18	Maryland	40	78.3	38.3
19	Virginia	36.9	19	Washington	36.4	74.7	38.3
20	Idaho	36.7	20	California	32.7	71.1	38.4
21	New Jersey	36.6	21	Idaho	36.7	75.2	38.5
22	Delaware	36.4	22	New Hampshire	41.8	80.3	38.5
23	Washington	36.4	23	New Jersey	36.6	75.1	38.5
24	Illinois	36.1	24	Delaware	36.4	75.1	38.7
25	Oklahoma	35.8	25	Oregon	35.2	73.9	38.7
26	New Mexico	35.3	26	Illinois	36.1	75	38.9
27	Oregon	35.2	27	Wisconsin	40.9	80.1	39.2
28	Massachusetts	34.9	28	Oklahoma	35.8	75.2	39.4

29	Rhode Island	34.3	29	Georgia	31.5	71.5	40
30	Pennsylvania	33.9	30	Virginia	36.9	76.9	40
31	Indiana	33.8	31	Louisiana	31.3	72.4	41.1
32	Arizona	33.6	32	New York	32.2	73.3	41.1
33	Ohio	33.5	33	Florida	30.5	72.2	41.7
34	Vermont	33.3	34	Pennsylvania	33.9	75.6	41.7
35	Missouri	33	35	S. Carolina	30.7	72.7	42
36	California	32.7	36	Rhode Island	34.3	76.3	42
37	New York	32.2	37	Indiana	33.8	76	42.2
38	Georgia	31.5	38	Ohio	33.5	75.9	42.4
39	Louisiana	31.3	39	Massachusetts	34.9	77.9	43
40	**Maine**	**31.2**	40	Mississippi	26.3	69.4	43.1
41	South Carolina	30.7	41	N. Carolina	30.3	73.5	43.2
42	Florida	30.5	42	Alabama	27.1	70.5	43.4
43	North Carolina	30.3	43	Michigan	29.9	73.4	43.5
44	Michigan	29.9	44	Tennessee	29.9	74.1	44.2
45	Tennessee	29.9	45	Missouri	33	77.1	44.1
46	Arizona	28.2	46	Arkansas	28.2	72.7	44.5
47	Alabama	27.1	47	W. Virginia	25.3	70.6	45.3
48	Kentucky	26.9	48	Vermont	33.3	79.6	46.3
49	Mississippi	26.3	49	Kentucky	26.9	73.7	46.8
50	West Virginia	25.3	**50**	**Maine**	**31.2**	**78.8**	**47.6**

Table 2

From 2012 to 2013, the employment gap closed by one percentage point or more in 22 states.

The top four states with the greatest reductions (AK, RI, WY, and NH) were small states-- with working-age populations under one million persons. It is hard to make comments about small states, because these statistics are estimates based on state-level samples. Smaller states have smaller samples and thus have a higher degree of year-to-year variability. I am hesitant to read too much into reductions and expansions in the employment gap for small states.

Looking at large states-- with working-age populations over 5 million persons--Illinois (a 2.3 percentage point reduction) and New Jersey (a 1 percentage point reduction) stand out. These are two large industrial states

All of the states that experienced reductions greater that one percentage point also experienced increases in employment rate of people with disabilities, so none of these reductions were due a reduction in the employment rate of people without disabilities.

The state that really stands out is South Carolina, with a 2.3 point reduction, while also having a 1.3 point increase in the employment rate of people without disabilities. The big question is whether we can attribute success, like the success in South Carolina to changes in policy or new innovative approaches to employing people with disabilities.

| Working-age population under 1 million |
| Working-age population over 5 million |
| Increase in no dis employment |

State	2012			2013			Change in Gap		Pop in 2013			Increase in Dis. Emp.	Increase in Non-PWD Emp.
	Dis.	No Dis.	Gap	Dis.	No Dis.	Gap	Pct. Points	Rank	Number	Rank	Size		
AK	39.0	76.3	37.3	47.8	75.2	27.4	-9.9	50	459,776	47	Working-age pop. under 1 million	8.8	-1.1
RI	28.7	77.0	48.3	34.3	76.3	42.0	-6.3	49	668,448	43	Working-age pop. under 1 million	5.6	-0.7
WY	43.9	78.5	34.6	50.7	79.4	28.7	-5.9	48	358,526	50	Working-age pop. under 1 million	6.8	0.9

NH	37.9	80.5	42.6	41.8	80.3	38.5	-4.1	47	842,880	40	Working-age pop. under 1 million	3.9	-0.2
MN	42.1	81.6	39.6	46.0	82.1	36.1	-3.5	46	3,357,171	21		3.9	0.5
NV	35.5	72.2	36.7	39.2	73.1	33.9	-2.8	45	1,719,885	34		3.7	0.9
WI	37.6	79.5	41.9	40.9	80.1	39.2	-2.7	44	3,544,103	20		3.3	0.6
SC	**27.0**	**71.4**	**44.4**	**30.7**	**72.7**	**41.9**	**-2.5**	**42**	**2,893,842**	**24**		**3.7**	**1.3**
NM	33.1	70.4	37.3	35.3	70.1	34.8	-2.5	42	1,243,353	36		2.2	-0.3
IL	**33.4**	**74.6**	**41.2**	**36.1**	**75.0**	**38.9**	**-2.3**	**41**	**8,010,771**	**5**	**Working-age pop. over 5 million**	**2.7**	**0.4**
IA	42.0	81.4	39.5	44.8	82.1	37.2	-2.3	40	1,868,852	30		2.8	0.7
UT	41.1	77.2	36.1	42.5	76.6	34.1	-2.0	39	1,701,705	35		1.4	-0.6
DE	34.6	75.1	40.6	36.4	75.1	38.7	-1.9	38	565,138	45	Working-age population under 1 million	1.8	0
CO	40.3	77.1	36.8	42.3	77.3	35.0	-1.8	36	3,304,940	22		2.0	0.2
HI	37.3	75.6	38.3	39.1	75.7	36.5	-1.8	36	822,542	42	Working-age population under 1 million	1.8	0.1
NE	43.5	82.2	38.7	45.5	82.6	37.1	-1.6	35	1,125,425	38		2.0	0.4
ND	51.6	83.3	31.7	52.8	83.1	30.2	-1.5	34	451,304	48	Working-age population under 1 million	1.2	-0.2
KS	40.1	78.8	38.7	41.7	79.0	37.3	-1.4	33	1,730,369	33		1.6	0.2
MA	33.0	77.2	44.2	34.9	77.9	42.9	-1.3	31	4,272,843	14		1.9	0.7
OK	34.4	75.1	40.7	35.8	75.2	39.4	-1.3	31	2,295,734	28		1.4	0.1
TN	28.0	73.2	45.2	29.9	74.1	44.1	-1.1	30	3,983,560	16		1.9	0.9
NJ	**35.0**	**74.5**	**39.5**	**36.6**	**75.1**	**38.5**	**-1.0**	**29**	**5,528,837**	**11**	**Working-age pop. over 5 million**	**1.6**	**0.6**
TX	37.0	73.8	36.9	38.7	74.7	36.0	-0.9	28	#######	2	Working-age pop. over 5	1.7	0.9

FL	28.9	71.4	42.5	30.5	72.2	41.7	-0.8	27	#######	4	Working-age pop. over 5 million	1.6	0.8
NY	30.9	72.7	41.8	32.2	73.3	41.1	-0.7	26	#######	3	Working-age pop. over 5 million	1.3	0.6
AL	26.8	70.8	44.0	27.1	70.5	43.4	-0.6	25	2,945,466	23		0.3	-0.3
GA	30.3	70.8	40.5	31.5	71.5	40.0	-0.5	22	6,151,890	8	Working-age pop. over 5 million	1.2	0.7
CT	39.7	76.6	36.9	40.0	76.4	36.4	-0.5	22	2,235,695	29		0.3	-0.2
WV	24.3	70.1	45.8	25.3	70.6	45.3	-0.5	22	1,132,703	37		1.0	0.5
WA	35.7	74.3	38.7	36.4	74.7	38.3	-0.4	21	4,339,199	13		0.7	0.4
PA	33.0	75.1	42.1	33.9	75.6	41.7	-0.4	20	7,849,516	6	Working-age pop. over 5 million	0.9	0.5
MT	38.7	76.4	37.7	39.4	76.8	37.4	-0.3	19	616,125	44	Working-age pop. under 1 million	0.7	0.4
MI	27.9	71.7	43.8	29.9	73.4	43.5	-0.3	18	6,096,761	9	Working-age pop. over 5 million	**2.0**	**1.7**
MS	26.4	69.6	43.3	26.3	69.4	43.1	-0.2	17	1,790,746	31		-0.1	-0.2
CA	31.8	70.2	38.5	32.7	71.1	38.4	-0.1	15	#######	1	Working-age pop. over 5 million	0.9	0.9
VA	36.3	76.5	40.1	36.9	76.9	40.0	-0.1	15	5,112,923	12	Working-age pop. over 5 million	0.6	0.4
KY	26.2	72.9	46.7	26.9	73.7	46.8	0.1	14	2,687,179	26		0.7	0.8
OH	**32.8**	**75.1**	**42.2**	**33.5**	**75.9**	**42.4**	**0.2**	**13**	**7,072,114**	**7**	**Working-age pop.**	0.7	0.8

										over 5 million		
MO	32.2	76.2	44.0	33.0	77.1	44.2	0.2	12	3,666,019	19		0.8	0.9
MD	39.5	77.4	37.9	40.0	78.3	38.2	0.3	11	3,722,201	18		0.5	0.9
IN	33.5	75.5	41.9	33.8	76.0	42.3	0.4	10	4,008,950	15		0.3	0.5
VT	34.3	79.8	45.5	33.3	79.6	46.3	0.8	9	397,726	49	Working-age pop under 1 million	-1.0	-0.2
AZ	34.2	71.0	36.8	33.6	71.3	37.7	0.9	8	3,900,900	17		-0.6	0.3
OR	34.3	72.1	37.8	35.2	73.9	38.8	1.0	7	2,440,752	27		0.9	1.8
NC	30.2	72.2	42.0	30.3	73.5	43.2	1.2	6	6,000,202	10	Working-age pop. over 5 million	0.1	1.3
ID	38.6	74.8	36.2	36.7	75.2	38.5	2.3	5	946,943	39	Working-age pop. under 1 million	-1.9	0.4
ME	33.2	78.1	44.8	31.2	78.8	47.6	2.8	4	825,507	41	Working-age pop. under 1 million	-2.0	0.7
LA	34.4	72.6	38.2	31.3	72.4	41.1	2.9	3	2,825,101	25		-3.1	-0.2
AR	31.4	72.7	41.3	28.2	72.7	44.5	3.2	2	1,759,900	32		-3.2	0
SD	52.0	81.8	29.8	48.1	83.0	34.9	5.1	1	501,769	46	Working-age pop. under 1 million	-3.9	1.2