

**TRI-COUNTY WORKFORCE INVESTMENT BOARD (TCWIB) WORKSHOP
MINUTES
JUNE 12, 2008
LOCATION: Bangor CareerCenter, 45 Oak Street, Bangor, Maine**

Present:

Micki Sumpter, Ellsworth Chamber of Commerce
Lisa Rancourt, Bangor Daily News
Loretta Alley, Allies, Inc.
Robin Merrill, Hibbard Nursing Home
Kathy Billings, Bangor Hydro-Electric Company
Kathleen Coogan, TDC
Rosemary Presnar, Maine Manufacturing Extension Partnership
Becky Hayes Boober, Maine DOC
Nancy McKechnie, Good Will-Hinckley
Tom Lizotte, Mayo Regional Hospital and Piscataquis County Commissioner
Tanya Pereira, City of Brewer
Mark Awalt, JSI Store Fixtures
Jack McKay, Greater Bangor Central Labor Council
Susan Swanton, Maine Marine Trade Association
Rick Swhwkert, The Grasshopper Shops of Maine
Renaë Muscatell, Penobscot Job Corps
Karen Smith, Brewer Housing Authority
Chris Kuhn, Penobscot Job Corps
Charlie Newton, Penquis
Christine Greenleaf, Maine AFL-CIO
Leslie Brigham, Brigham Scully
Dawn Mealey, Maine DOL
Martha Duncan, Women, Work, and Community
Steve Pound, Cianbro
Julie Johnston, LL Bean
Thomas Kittredge, Piscataquis County Economic Development Council (PCEDC)
Craig Holland, Maine DOL
Ed Upham, MDOL, Bangor Career Center
Michael Ballesteros, Eastern Maine Community College (EMCC)
Kerrie Tripp, Greater Bangor CVB
Debra Henderlong, Allies, Inc.
Charles Rohn, Darling's
Jon Farley, TDC
Tom Hart, Jobs for Maine Graduates (JMG)
Shell Reilly, TDC
Kerry Sack, National Able Network

Guests Present:

Richalene (Ricki) Kozumplik, facilitator, AHA Consulting

Staff Present:

Joanna Russell, Executive Director, TCWIB
Jane Black, EMDC

I. Call to Order, Welcome & Introductions

- a. Welcome from LWIB Chair -- Julie Johnston, Chair of the Tri-County Workforce Investment Board opened the workshop at approximately 8:30 a.m. She began the day by stating that the way the Board of past and the Board of the future is going to be different. Today (June 12, 2008), everyone will be asked to take it up a notch. She asked everyone to carefully consider their investment in the Board and what each person is going to be able to commit.
- b. Welcome/Session Overview -- Joanna Russell, Director of the Tri-County Workforce Investment Board, also welcomed everyone to the workshop. Joanna had the opportunity to talk to several of the participants prior to this workshop and found that 100 percent of the individuals that she spoke with are truly committed to making a difference and having a positive impact on the workforce development in the tri-county area.

During the presentation, there may be topics that require discussion outside of the workshop. If you wish to have a discussion, please contact Joanna via phone or email or contact Julie Johnston (Chair, TCWIB) or Tanya Pereira (Vice-chair, TCWIB).

Information will be shared regarding roles of members of the Tri-County Workforce Investment Board and what the responsibilities of the local WIB are. Later in the workshop, discussion will cover the local area issues and start to create the idea of where the Board needs to move to address how a skilled work force meets the needs of our area.

Three things that Joanna brought to the group's attention were:

1. Spending time naming and stating the challenge - moving into the solution
 2. Removing contempt prior to investigation – open your mind
 3. Remove “them and us” – look around the room this is our community and our team.
- c. Training and Development Corporation (TDC) -- Kathy Coogan and John Farley presented an overview of TDC. The Training and Development Corporation was established in 1975 and is a non-profit organization. TDC has a history of working with high performance educational training

and has done work throughout the country as well as internationally including Scotland, Ireland and have had interest in work from Australia. Jon Farley has been with TDC since 1977. He shared information on the programs locally. There are 17 different areas of performance measures. This area's rankings include:

- Being ranked #1 overall in performance.
- Being ranked #1 in Adult and Dislocated workers and #2 in Youth programs.
- Being ranked #1 in eight of the seventeen performance measures. Second in seven other measures

As of May 30, 2008, TDC has:

- served 820 clients across the WIA programs including NEG programs
- approximately 550 individuals who have exited (completed) training or program
- approximately 412 individuals who have found employment upon exiting the program.

Types of jobs – TDC tries to move people up in the economy, not just to get a job, but to get someone into a career opportunity for career advancement. The focus of the program is to look at high wage, high growth, and high demand jobs. The goal is to get people into jobs that are sustainable for their families. They also look at retention of these jobs as well as wages.

Jon invited Ed Upham to come up and speak. Ed summed up the framework of TDC in one sentence. *“Universal access to job seekers and employers for a variety of programs and services.”* The wonderful thing about the CareerCenter and services that they have is that there is no cost. Universal access means everyone – disabled, people who do not speak English, people who already have jobs and want a better job – everyone.

d. Introduction to Facilitator – Richalene (Ricki) Kozumplik

Ricki has 33 years of experience in workforce development at the national, state and local levels. At this workshop Ricki will give the group an overall view of the role of a Workforce Board in relationship with other players such as the service provider and partners and assist the Board to determine key community workforce development issues to address.

e. Attendee Introductions – Ricki asked the participants to introduce themselves with their name, where they work and what they do in their job.

- f. Opening Exercise – Ricki made three (3) statements and asked the group to stand in a certain part of the room which determined whether they agreed or disagreed or somewhere in between with the statement made.

First statement: The Tri-County Board members know their role in the community. Some of the participants are not Board members, but Ricki wanted to see if they felt the Board members know their roles.

Some of the reasons for standing where they were:

“Networking and connecting all of the people that can help provide our community members become an effective worker and member of the community and feel pride in themselves and where they live.”

“Even though we do a good job of collaborating in this region, there is still room for growth.”

“I feel like I know what the role is, but I’m not sure everyone else does because I have been on the Board for a long time.”

“For people, maybe they have assumptions, but to have it clarified may really increase their willingness to join up and to come on a regular basis. If it is clear, they will be able to identify what they can do.”

“There are some good services and programs. It is not a reflection of that (standing on disagree side of the room). It is a reflection on do most people walking down the street or involved in the business community understand what the role of the Workforce Investment Board is? Absolutely not. I don’t think so.” I think there is a lot of information sharing that could go on and a lot that we can do to clarify that role....”

Second statement: The Local Workforce Board has communicated its role to the community.

“There really aren’t that many private businesses on the board so I think that is very telling and we need to get more businesses represented on the Board.”

Ricki stated that the Workforce Boards and the Workforce systems are the best kept secrets in a community. We don’t do a good job of marketing our successes.

Third statement: The Board members know their roles to help the Board complete its overall function.

“Personally, I think I need to take the steps to learn more. The relationships that we have been able to build are because we have gone out and tried to find out what there is out there.”

“Networking is huge.”

“I am new (to the Board).”

g. Board Member Expectations/Review Agenda

Ricki reviewed the agenda and then reviewed some posted ground rules for the day. They were:

1. Honesty
2. Maintain confidentiality
3. Say what you mean – mean what you say, just don’t be mean when you say it
4. Cell phones on vibrate
5. Note the breaks
6. Have fun!
7. Okay to disagree—it makes the discussion rich and full

Attendees did not make any additions to these ground rules to follow.

II. Brief History of Workforce Development

The history of the Workforce Development was covered in Ricki’s presentation.

Ricki began the historical perspective by describing the Manpower Development Act (MDTA) that was created during the 1960s in response to the Russians launching sputnik. MDTA was created by the federal government to ensure that the US labor force had skills to keep the country competitive with the Russians. It had a federal structure—all decisions were made at the federal level, all programs were uniform and consistent across the country and all funding came directly from the national Department of Labor.

When legislators began to realize that the program designs that were appropriate for large urban areas were not as successful in rural areas, they replaced MDTA with the Comprehensive Employment and Training Act (CETA). CETA made the employment and training programs more regionally based. All large urban areas became “prime sponsors” and received their funding directly from the regional DOL offices and were the responsibility of the local mayor of that urban area. The rest of the state was known as the “balance of state” and were the responsibility of the Governor. Decisions were largely made at a regional level. Funding came to the Prime Sponsors and Governors (for the balance of state area) directly from the regional DOL offices.

CETA also piloted a new idea of “Private Industry Councils” (PICs) -- councils comprised of private sector business representatives that were responsible for a portion of the funding. These PICs were successful, and, when fraud and abuse happened in some of the states with CETA funds under the control of the local elected officials, legislators created a new employment and training program entitled Job Training Partnership Act (JTPA).

Legislators believed that the partnership between the local elected officials and the private sector business representatives would eliminate some of the fraud and abuse found within the CETA program. Therefore, locally led business boards (PICs) were written into the JTPA legislation as the local governing body. Each governor was to determine how to divide the state into workforce areas, and to create local PICs to work in conjunction with the local elected officials to design and oversee the local workforce development programs. Decisions were therefore made at the local level. Funding came from the national DOL office through the regional DOL offices to the Governor, who dispersed them to the PICs and LEOs in each local area.

During this time frame, legislators began to be concerned about the fragmentation of the workforce development funding and programs within each area. As there was no organized body responsible for coordinating the multiple funding sources (Wagner-Peyser, Vocational Rehabilitation, Temporary Assistance for Needy Families, Community Development Block Grant employment and training funds, etc) dedicated to workforce development within an area, many individuals in need were unable to find the “right door” within the community to receive the services they needed to become self-sufficient. Therefore, the One Stop concept of “no wrong door” was piloted throughout the country. When this proved successful, and the fragmentation of services throughout the country worsened where there was no One Stop concept, Congress implemented a new program entitled the Workforce Investment Act (WIA).

The purpose of WIA was to streamline and integrate service access and to remove the funding source and service activity siloes within each workforce area. WIA was designed to create an integrated workforce development **system** from the collection of agencies within a community. One Stops became the method to remove the silos of the 650+ funding sources within workforce development that were not working together and that created the potential for customers to “fall through the cracks” and not receive any services if they did not come to the right agency.

When the law was first conceived, the WIB was to be given the funds of those 650+ funding sources as a block grant to ensure an integrated system was created and led appropriately. However, funding source lobbyists were successful at getting most funds removed from the Act, but the language remained requiring the WIBs to create and lead the complete system (even though the funding streams were removed.) Therefore, WIA has two points of focus. The first is the creation of an integrated system of all agencies within the community who access and use the variety of federal, state, and local workforce development funds. The second focus is the attention to the usage of the funds within the legislation for youth, adult and dislocated worker services.

Within WIA, funds flow from the Governors to each region’s LEOs or their designated fiscal agent. The local business led Boards (Workforce Investment Boards) are there to **lead the system** and **not manage programs**.

The workforce development **system** as an umbrella that **includes all** of the **workforce development funding** including:

- WIA Adult, Youth and Dislocated Worker, Native Americans and Migrant and Seasonal Farm workers
- Wagner-Peyser (Employment Service)
- Welfare-to-Work
- Federally funded adult education
- Federally funded literacy
- Federally funded vocational rehabilitation
- Federally funded older worker employment and training
- Carl Perkins Post Secondary Education
- Trade Adjustment Act
- Veterans Employment Services
- Community service block grant employment and training services
- Housing and Urban Development employment and training services
- Unemployment Compensation

All of these programs' services need to be pulled together into a streamlined, integrated system that can be fully utilized by a universal as well as targeted population. Although the Board's role in the past was to develop programs, fund proposals, and ensure the programs were complying with all federal and state laws, the new role for Boards is to become the human capital architect and facilitator by organizing community resources to address the current community workforce development issues.

This history changes the Board's role from being the approver, provider, manager, and overseer of training programs to becoming the:

- provider of workforce intelligence
- Board of Directors for system development and evaluation
- convener of partners, and,
- provider of system focus.

Boards must provide these roles using a demand driven (business) versus supply driven (job seeker) focus. A demand driven focus is defined as approaching all activities from the perspective of employers and businesses. It does NOT mean that you do not provide job seeker activities—but that all of those job seeker activities are based upon the needs of businesses.

A major responsibility for the Workforce Boards is the development of this new "system" that includes mandatory partners that are a part of the local community, providing services to local employers and job seekers/trainees/information seekers. Only by being focused on "macro" community issues instead of the micro issues/programmatic issues can this occur.

For additional information, please refer to the PowerPoint presentation which was included in your workshop packet.

If you need a copy of the presentation, please contact Joanna Russell at jrussell@emdc.org and she will forward an electronic copy to you.

BREAK

III. Review Board Roles/Responsibilities/Functions

- a. Four (4) Levels of Workforce Development Activities and Who is Responsible for Each

Ricki began by reviewing that the Workforce Investment Act describes two components—macro, big picture activities, and, point of service, micro activities. The macro activities are divided into two parts—**lead** and **coordinate**. The **lead** activities are both to lead the system, as well as lead WIA funding source activities. They describe “what” the system should become. The **coordinate** activities include gathering the various partners in the system together to communicate what the system should become.

The micro, or point of service, activities describe “how” the “what” will be accomplished. They are divided into two levels of activities as well including **determine** and **implement**. The **determine** activities set the procedures to make sure the overall vision of the system is accomplished. Those agencies that provide the **implementation** activities, actually directly provide the services within the procedures developed by the agencies playing the determine role.

- b. Review Workforce Development System Players and Who is Responsible for which 4 Levels of Activity

Ricki stated which parts of the system were responsible for each of those levels of management. The Board is to be responsible for the “lead” activities. The One Stop Operator is responsible for “coordinate” activities. The partner agencies are responsible for “determine” activities, and the “implementation” is the responsibility of service providers.

The role of the Workforce Investment Board is to create a true system of the local partner agencies, instead of a collection of agencies within the community. The role of the Board in relationship to the other levels of the local system (Workforce Development Agencies, One Stop Operator, Partner agencies, and the service providers) is to establish the **what**, while the other three parts of the system create **how** it will be accomplished. Therefore, the WIB is responsible to set the vision and expectations for the One Stop system.

Ricki discussed that the One Stop system will only be as strong as the weakest partner within the system. Therefore, the WIB must ensure that **all** partners are as effective as they can be.

c. Five (5) Specific LWIB Functions

Ricki reviewed both the lead role of the local WIBs for both **WIA specifically** as well as the overall **system**. The **Lead** role of the local workforce Board for **WIA** is to:

- Develop a local WIA plan
- Select the One stop operator(s)
- Select the service providers for WIA funded adult, dislocated and youth funds
- Create the eligible training provider list for individual training accounts (ITAs)
- Develop a WIA budget
- Conduct oversight of WIA funds and services
- Negotiate local performance measures with the state
- Link with economic development, and,
- Assist the Governor to develop the employment statistics system

The **Lead** role of the local workforce Board for the **system** is to:

- Build One Stop/workforce development system
- Conduct workforce development community audits
- Identify and address community workforce development issues
- Engage Community Partners

Each of the above bullets was discussed more fully as can be evidenced from the notes below.

Build the One Stop/Workforce Development System – There are four categories of activities that assist the WIB in building the system. They include:

- Establishing and communicating the One Stop system “vision”
- Chartering and evaluating the One Stop centers
- Establishing and communicating One Stop **system** measures, and,
- Ensuring system integration

Conduct Workforce Development Community Audits – Ricki reviewed the variety of ways that WIBs have conducted workforce development community audits including

- Service assets/ resources mapping;
- Gap analysis of
 - services available within the entire workforce development system,
 - resources available within the entire workforce development system, or
 - skills required by businesses within the current and projected future labor force;

- Skill requirements
 - Supply side – what the current labor force has
 - Demand side – what the businesses required for the current and future labor force
- Key industries/clusters/sector strategies – determining which industries are the key growth industries currently and in the future, hosting meetings with those key industries to determine how to best work with them to provide them the labor force and products needed to keep the industries viable and growing
- Strategic Skills Initiatives – identifying the key skills required for the key industries, determining how to best develop those skills within the current and future labor force, and implementing the process to develop those skills.

Identify and Address Community Workforce Development Issues – Ricki clarified the difference between program and community workforce development issues. Program issues include not meeting:

- performance measures,
- operational measures (number of people who enroll, exit the program),
- services (number of people who receive assessment, job matching, etc.

Community workforce development issues may include having:

- a large high school dropout rate,
- a mismatch in the skills that the labor force has and the ones needed by the employers,
- a large targeted population,
- a large number of expected retirements within the next year within companies with specialized skill requirements, or
- a fragmented workforce development system.

WIBs must focus on **community** instead of program issues. They utilize community audits to identify the **community** workforce investment issues, and then utilize one or more of the following to communicate and/or address them:

- publishing local State of the Workforce reports
- creating WIB strategic plans/budgets
- creating **Community** WFD budgets
- Focusing all WFD partners services/resources towards “system” issues/needs
- Focusing services for manageability (including tiering of business services)
- Ensuring the Memorandum of Understanding is developed and signed by **ALL** partners (required and those additional ones identified by the WIB)

Ricki then reviewed the steps to addressing the community workforce development issues, and, examples of various other WIBs across the nation that have addressed some of them. She also distributed some examples of the publications created by those example WIBs they developed while addressing the issue.

Engage Community Partners – As creating an effective workforce investment system requires many partners, one of the key **lead** activities include engaging community partners. Ricki reviewed some of the methods WIBs have used to effectively engage community partners. They are:

- ID/invite the “movers and shakers” in all key community and business groups
- Treat economic development as primary customer
 - ED committee
 - Become EDA
- Publicize goals/outcomes as accountability
- Broker (not run or manage) services
- Facilitate community groups
- Convene community players
- Provide WIB products that add value
- Market WIB role – let One Stop market theirs

For additional information, please refer to the PowerPoint presentation included in your workshop packet.

Joanna wanted to remind everyone that as Ricki took the group through the history of the job training and helped to identify that it is important that we are collaborating and partnering and are looking at the needs of the employer. It doesn't matter who the new person is or who is new in the legislation or the new regulation. We need to look at our area and the needs of our area. The needs of our area are defined by the employers of the private sector. Are we providing those services? Are we filling the gaps?

Steve Pound from Cianbro shared that when he first started at Cianbro, the view was that it was easier to just do it themselves. *“Put the money in, if it doesn't work, put more money into it. As an educator, I only had one chance to make it work. If it fails, there is no more money to try again. I realized that Cianbro as a taxpayer, as individuals, as a company, we need to help develop the economy. We need to partner with others. Why do all the HR work when there is the Career Center that can triple the capacity to recruit people.”*

d. Benefits of LWIB for Board Members and Businesses

Ricki asked the group to take out the template and on page 3 under “Engage Community Partners” work in groups to answer the questions:

- a. “What **have you done** to engage community partners?”

“How can we build membership on the board? Do some recruitment.”
“Make sure including consumers in wellness and planning on the board itself. That includes both the business arena as well as the people who need employment.”
“Need to do a much better job of assessing community needs, but we don’t need to reinvent the wheel. We can integrate all those initial things that have already been held in our community.”
“Need to do a lot better at public communication. To really build a strategy of communication.”
“One maybe one area we failed as a Board and could have stepped up to the plate is in all of the State decisions around reorganization and where were we in advocating for our Center?”
“We talk at Board meetings about how we should do this and this and this and generate all of these ideas, when what we really mean is that staff should do this and this and this.”
“Increase knowledge”
“Networking opportunities”
“Reduce turnover”
“Increase activity”
“Educate the Board members and community about what the needs are.”

b. **“What else can you do to engage community partners?”**

“Create welcoming committee and ask “What can we do for you?”
“Meet with employers and determine their needs.”
“Give people a role.”
“Become proactive vs. reactive.”
“Do a needs assessment.”
“Marketing – Toot our own horn.”
“Host employer forums.”
“Bring primary educators to the Board.”

FOR ADDITIONAL COMMENTS, PLEASE SEE CHART BELOW

Engaging Community Partners

Table	What has been done to engage community partners?	What Can Be Done?
Yellow	<ul style="list-style-type: none"> • Worked with companies to develop training programs specific to their needs • Partners with Tech School to connect them to employers • Hold board meetings at various places, career Center, Job Corps, VTC • Co sponsoring/ Active involvement in job fairs 	<ul style="list-style-type: none"> • Meet with employers and determine their needs • Create welcoming committee and ask “What can we do for you” • Board contact with new employers/businesses • Promote more demand based services • Increase visibility of the board

Orange	<ul style="list-style-type: none"> • Pretty united union meetings – but with limited focus • CDBG – rolling job fairs, marine trades • Bringing people to the table and forging new collaborations– invitations made, but not fully engaging them one they are there • K-12 education outreach 	<ul style="list-style-type: none"> • Engage and make clear what the stakeholders can offer • Give people a role • Mentor new participants • Create a clear role for the Board • Working groups, ad hoc –shorter term commitment • Become proactive vs. reactive
Green	<ul style="list-style-type: none"> • Identify community partners (such as economic development agencies) and what they bring • Suggest other companies who should be asked to join the board 	<ul style="list-style-type: none"> • Educate employers about the Board • “Toot our own horn” (market) • Host employer forums • Do a needs assessment • Complete a community report • Bring primary educators on the Board
Blue	<ul style="list-style-type: none"> • Specific collaboration around specific targeted population <ul style="list-style-type: none"> ○ Disabilities ○ Youth ○ Older workers • Tasked company employees/ management to be more engaged • Created demonstrations of multiple partners for rapid response teams, transition teams, etc. 	<ul style="list-style-type: none"> • Feed forward individual dialogues through WIB members to entire Board • Create a “network of networks” to broaden
Red	<ul style="list-style-type: none"> • Today’s Board development and training event • Efforts to build membership • Referrals 	<ul style="list-style-type: none"> • Assess community needs • Integrate existing networks better • Better public communication strategy • Include consumers • Advocate with one stops— communicate regarding changes

LUNCH BREAK

Workshop reconvened at approximately 12:20 p.m.

IV. Review Current and Future Community Trends with Craig Holland

- a. Local area’s key industries/industry clusters/wages/growth potential
- b. Decreasing industries and labor force percentage they represent
- c. Current workforce demographics

- d. Discussion the impact of this information for Workforce Development, the WIB and the community

Slides from Craig Holland’s presentation can be found in your packet. If you need a copy of the presentation, please contact Joanna Russell at jrussell@emdc.org and she will forward an electronic copy to you.

V. Identify Key Workforce Issue(s) to Address

Groups worked to come up with a list of issues and the impact of the Community and LMI and Demographic Trends on Workforce Development, LWIB and the Community at large.

FOR A LIST OF, PLEASE SEE ATTACHMENT CHART BELOW

Benefits of the LWIB for Various Aspects of the Community

Table	Benefits of LWIB for		
	Board Member	Businesses	Community
Yellow	<ul style="list-style-type: none"> • Personal satisfaction • Ability to utilize talents • Networking opportunities 	Jobs	<ul style="list-style-type: none"> • Continued support of the programs that can sustain a skilled workforce, community colleges, school programs, etc.
Orange	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •
Green	<ul style="list-style-type: none"> • Networking with members • Problem solving • Pooling of ideas and resources 	<ul style="list-style-type: none"> • Open resources to existing employers • Provide workforce that has the desired skill and education • Networking system 	<ul style="list-style-type: none"> • HWHD jobs • Economic prosperity • Attract new businesses
Blue	<ul style="list-style-type: none"> • Way to contribute to the WIB agenda • Better knowledge of broader community needs • Way to align efforts 	<ul style="list-style-type: none"> • Has a greater voice in the process • More influence over investments, directions 	<ul style="list-style-type: none"> • Greater collaboration – reducing duplication • More economic opportunities
Red	<ul style="list-style-type: none"> • Knowledge • Networking 	<ul style="list-style-type: none"> • Data • Resources • Reduce turnover • Less waste /Disconnects/ • Higher efficiency • Increased productivity 	

Impact of the Community LMI and Demographic Trends on...

Table	Workforce Development	LWIB	Community
<p>Yellow – had rich discussion on aging workers, younger workers, “disaffected youth” – how to develop the <u>whole</u> workforce that meets the needs of employers <u>and</u> workers – facilitating social relations, “soft skill” development</p>	<ul style="list-style-type: none"> • Lack of affordable housing • High cost of transportation 	<ul style="list-style-type: none"> • Creates opportunities to find solutions 	<ul style="list-style-type: none"> • Needs solutions • Create incentives to car pool • Study projects for affordable housing in other states – Martha’s Vineyard?
<p>Orange</p>	<ul style="list-style-type: none"> • Maximize the development of older workers • Need to train existing workforce – 75% of today’s workforce are the people you will have in 20 years 	<ul style="list-style-type: none"> • Distinct regional economies in the area – need to understand and build strategies around each 	
<p>Green</p>	<ul style="list-style-type: none"> • Aging workforce • New skills needed for the older workforce • Transition from manufacturing to service economy • Genetic medical 	<ul style="list-style-type: none"> • Need to determine how to transition people from fastest declining to fastest growing jobs • Need to attract firms in higher paying sectors to come to area 	<ul style="list-style-type: none"> • Engaged employees • Inability to find skilled health care teachers • Quality of life may lesson unless some steps are taken • Need to retain the young workforce
<p>Blue</p>	<ul style="list-style-type: none"> • Looming skills shortages in healthcare • Disenfranchised youth 	<ul style="list-style-type: none"> • prioritizing all of the issues funding • opportunities of R & D and 	<ul style="list-style-type: none"> • lower standard of living • infrastructure problems • health issues –

	<ul style="list-style-type: none"> • Aging workforce • Disabled • transportation 	transform into economic opportunities for the workforce	individuals and community
Red	<ul style="list-style-type: none"> • shift from manufacturing to service economy • new technology skills • Cycle for staying current is shorter than before • Better integration of diverse populations • Transportation 	<ul style="list-style-type: none"> • make an opportunity not detraction • Creative incentives • Cycle for staying current is shorter than before • Better integration of diverse populations • Housing Authority engaged • Transportation 	<ul style="list-style-type: none"> • Limited growth potential • Economic development • Drain on community resources • Lack of affordable housing • Job mismatch • Better integration of diverse populations • Transportation

VI. Develop Plan to Address Key Issue(s)

Attendees used the list of items they had created from the LMI/Community trends and created a list of community workforce development issues. Ricki then asked each individual to identify their top three issues. Each person was then asked to vote on their top three by taking three colored dots and placing them on their priority issues. Once this was done, the issues and their votes were tallied. They are listed below with their votes:

- 25 votes – There is a skills mismatch – the workforce is not trained to specific industry needs
- 16 votes – Cost of energy is impacting the ability of employers to create and retain jobs and the workers to access and retain employment affecting the overall quality of life
- 9 votes – Youth are disenfranchised
- 9 votes – Economic development and workforce development is not totally aligned
- 7 votes – Education and economic development and industry growth are mismatched
- 6 votes – Older workforce is not totally engaged
- 4 votes - There is a lack of work ethic within the labor force
- 2 votes – There is a lack of incentives to start new business
- 0 votes – Professional licensing is too difficult to explore or obtain --there is a lack of reciprocity with other states

Members later added the following issue that had consensus from the group – “A Gap analysis needs to be done”

- a. Review Relevant Examples Initiatives

Ricki highlighted and distributed for review some examples of products that other WIBs across the nation have produced in response to some of their community issues they had identified. Several of the attendees mentioned the service mapping and service gap analysis examples. They stated that this WIB may want to produce a similar product. Service provider staff indicated that there is already something similar within the community that could be used to build upon for a new comprehensive service map. Attendees stated that although this had not come up as a community issue that had been voted upon, it should be done within the community.

b. Establish Plan of Action

Due to the late hour, attendees first tried to combine some of the key issues together. As they progressed, the attendees became concerned that the newly created combined issues were too large to work on effectively. They decided there was not enough time to establish an action plan on any of the items in the meeting so they decided to review the items at the next WIB meeting where they could choose two and begin work on creating an action plan for each.

c. Establish Board/Staff Structure to Address Issue(s)

Attendees discussed creating a task force or committee for each of the two items chosen to be addressed first. They stated that the committee should have about 8-10 members each. They also discussed using part of the next Board meeting to divide into the committees and work on developing the action plan for those two issues.

d. Determine How to Evaluate Progress

This will be determined as a part of the action planning for each issue.

VII. **Determine How to Effectively Communicate Results of Today's Meeting**

Ricki will type up the flip charts and minutes will be created and distributed to the attendees. Once the action plans are developed, the Board will determine which parts of the action plans will be communicated, to whom, and by what method.

VIII. **Debrief Today's Meeting**

The group identified the following additional next steps:

- Schedule additional meetings (Ricki stated that many WIBs meet at least every two months, or even monthly)
- Look into teleconferencing (if Maine's open door and/or sunshine law allow for this for Boards)
- Review By-Laws (Ricki will review and make recommendations)

- Additional meeting before September (late July – show of hands) - Schedule the next meeting for late July
- Do a Gap analysis - Bring local service gap information in and review and advance it
- Recruit more private business
- Create job description for the Board members (Ricki will send some examples to Joanna)

Parking Lot Items

- Bangor International Airport – Green Connection to Europe/England – looking for 6 sites (connection to London)

IX. **Adjourn**

The meeting adjourned at 2:45 pm.

X. **SUMMARIES - ATTACHED**

Respectfully submitted,
Jane C. Black