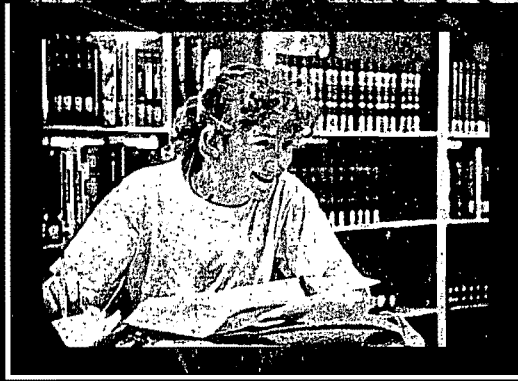

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CENTER FOR YOUTH APPRENTICESHIP



Southern Maine Technical College

MAINE
YOUTH
**APPRENTICESHIP
 PROGRAM**

The Maine Youth Apprenticeship Program is a new educational option that prepares high school students for the world of work through a combination of applied academics and structured workplace learning. On the forefront of a national youth apprenticeship movement, Maine's program is based on the belief that our youth must be better prepared for the future if they are to be successful in a competitive, global economy — a challenge that can best be met if businesses become true partners in the education process.

Through a combination of intensive classroom learning and structured workplace learning, the Maine Youth Apprenticeship Program involves employers directly in education, including assessing students' performance, creating relevant curriculum, and developing occupational skill standards specific to a given industry. The three-year program provides a direct link to higher education, with students attending a Technical College during the third and final year of the apprenticeship.

The Youth Apprenticeship Program is designed for those students who do not plan to enroll in a four-year college directly after high school, yet who want to be well prepared for the world of work. It involves a rigorous course of study, demanding of its participants a high level of academic, social and motivational skills.

<p>1 st Year: 11th grade 20 weeks at school 15 weeks working for employer</p>	<p>2 nd Year: 12th grade 20 weeks at school 30 weeks working for employer Student receives high school diploma</p>	<p>3 rd Year: College 16 weeks at a Technical College 34 weeks working for employer Student receives Certificate of Skills Mastery</p>
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The program begins with general career exploration and counseling for 9th and 10th grade students. During the 11th and 12th grades, the apprentice rotates between school and work in alternating blocks of time. In the third and final year of the apprenticeship, students rotate between the workplace and classes at a Technical College. In addition to academic courses, students are exposed to the world of work, workplace safety, and worker responsibilities. On the job, participants continue their education as they master a series of specific occupational and workplace skills taught by the employer. Apprentices earn a weekly stipend of approximately \$85, with small annual increases, and they receive free tuition for the year of study at a Technical College.

Students who successfully complete the program earn a Certificate of Skills Mastery, guaranteed by the educational institutions, listing the specific skills possessed by the apprentice. This accountability in education has long been hailed as a critical component of education reform, and will help ensure that Maine's future workers will be able to compete with workers anywhere in the nation.

The program is administered by the Center for Youth Apprenticeship at Southern Maine Technical College. Staff at the Center work closely with school officials and employers to develop skill standards and curricula, provide support counselors to the apprentices, serve as the liaison between the school and worksite, offer training for meisters (worksite supervisors), and provide other technical assistance.

If Not Youth Apprenticeship, What? If Not You, Who?

It is time for American business to launch a long-term initiative aimed at linking school to work...young people to jobs...

learning to careers. Competitor nations have seamless systems of integrating education and the

workplace. We don't, and we're beginning to pay the

price for it. If America is to maintain a vibrant economy, with

workers who can continue realizing higher standards of living, it must

develop a workforce that adds value and earns top wages. To achieve this goal,

our nation's education system must reflect the realities of the American workplace

and the effects of international competition. Business people must team with educators

to develop a Youth Apprenticeship system in our schools, one that instills the notion of

life-long learning in our young people. The National Alliance of Business believes that, with

business leading the way, the United States can create this career pathway. Business

must become full partners in preparation of the workforce.

National

Alliance of

Business

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The job readiness of American Youth is notorious. Most employers will not consider hiring a recent high school graduate for anything other than a low paying, unskilled job.

The average young man holds seven jobs in the first 10 years after high school graduation and is out of work nearly 25 percent of the time. The rate is worse for high school dropouts and frightening for African-American and Hispanic youth.

A large part of the problem is that our children no longer comprehend the connection between knowledge, learning, and work. When these connections are made, kids perk up, tune in and study. When they discover the value of knowing math, they learn math.

Bert Roberts, Chief Executive Officer of MCI Communications Corporation—and Chairman-elect of the National Alliance of Business—calls Youth Apprenticeship one of those rare symbiotic relationships. "It helps employers find good entry-level workers, helps teachers do their jobs and helps young people connect with well paying jobs and worthwhile careers at an early age. If we expect to compete in the global marketplace during the next century, we must galvanize our education system. Business people have to stop being trainers and start being educators," he says.

Low-paid consumers cannot fuel a high-octane economy. The corollary to this truism is: If auto workers can't afford to buy new cars, who will buy them? But, neither can auto manufacturers afford to pay high wages for low-skill work. The solution to this dilemma is a nation of high-skill, value added workers who merit high wages. One path for developing this new breed of worker is a school-to-work system which instills knowledge, skill and motivation to learn at an early age.

Life-long learning is hard to begin when you're 45 years old. To meet the demands of shifting technology, new emphasis on product quality, and the need to reduce cycle times, many employers are faced with the prospect of converting workers into permanent learners long after the workers leave school. That's a challenging and expensive undertaking. But, the next generation of American workers can get a jump start on life-long learning, a trait that is absolutely essential in an international marketplace characterized by rapidly changing technologies, ever lower manufacturing costs, and rapidly expanding competition. Work-based school-to-work systems inculcate the association of learning and work at an early age. Thus, new workers not only begin their careers at an advanced skill stage, they expect to go on learning on the job throughout their lives.

What Is Youth Apprenticeship?

- **Work-based Learning:** Students are involved in a planned program of job training with progressively higher skills that have been defined in a formal work-site training plan. Workplace mentoring and instruction in general workplace skills, including how to acquire and use information, how to understand and master systems, and how to work with new technologies are included.
- **School-based Learning:** Integrated with work-based learning is an expectation that students will meet high national standards in core subjects, such as English, mathematics, geography and science. Learning at both sites is enriched whenever possible with examples from the workplace.
- **High Standards and Certification:** Youth Apprenticeship systems include assessments of academic, technical and employability competencies. In addition to a traditional high school diploma, students receive certification of individual mastery of occupational skills. These occupational standards are employer developed, and demand driven by the needs of the market place.

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The demands of the modern workplace have outpaced the nation's ability to produce ready-to-work high school graduates. Many employers simply do not believe that young people can be trusted with responsible work. They much prefer to wait until people are in their mid-to-late-twenties before hiring them for good jobs. Youth Apprenticeship advocates say that the employers have a point, but that they also have an obligation. Most young people are not prepared to enter the full-time workforce, they say, because the United States does not have a school-to-work system, one that incorporates input by business.

Given the development of such a system, there is no reason why young workers could not be skilled, productive, and responsible. You only need to recall the images of the 19 and 20 year olds manning the Patriot missile batteries, maintaining ultra-high tech aircraft systems, and clearing mine fields in the 1991 Gulf War to realize that young people from all backgrounds have the potential to be skilled and responsible workers.

But, lack of confidence is not limited to employers. Similarly, there is a strong cultural prejudice by educators and even parents against young people who don't plan to go to college straight out of high school. Even though the actual experience of today's labor market is that people move back and forth between education and work as they mature, everyone assumes that every Jill and Johnny should go straight to college even though they haven't the slightest idea of what they want to do in life.

Yes, we need engineers, medical doctors, and scientists and no young person should be discouraged from pursuing a dream. But we also need technicians, supervisors, and highly skilled frontline workers. The world runs on their efforts.

A few years ago, educators and employers began experimenting with a new form of school-to-work transition system. Since then, scores of companies have begun working with secondary schools, community colleges, and government agencies to devise means to erase the barriers between learning at school and learning in the workplace — and to smooth the transition from one to the other through involvement in Youth Apprenticeship. Now there are over 200 companies that have hired student workers (apprentices) to begin to address their need for skilled workers.

A NAB survey of some 3,000 small firms found that 75 percent of the respondents would be willing to spend time and money in order to have better prepared workers — and 80 percent of the remainder said they would be interested in Youth Apprenticeship if they were offered incentives to offset costs.

Youth Apprenticeship demonstrations are underway in rural Maine, in the small towns and cities of Pennsylvania, in suburban Chicago, and in Boston and Los Angeles. There are youth apprentices in Arkansas, Florida, Georgia, upstate New York, Oklahoma, northern California, and Wisconsin as well.

The companies involved include corporate giants such as Sears Roebuck Company, International Business Machines, and Boeing Aircraft along with major local employers such as Blue Cross-Blue Shield operations in Maine and upstate New York and large urban medical facilities like Boston's New England Medical Center.

But most of those participating are small to medium-sized firms with strong ties to their local communities. Seventy five percent of the Youth Apprenticeship employers identified by NAB have fewer than 500 employees and nearly 60 percent have fewer than 100. For instance, the Pennsylvania Youth Apprenticeship Program has organized over 75 small manufacturing and machine shops around the state using local economic development agencies as the catalyst to bring together employers, high schools and colleges.

The Pennsylvania program has become a model for many others in the field. The program had its origins in the late 1980s when business and government leaders identified growing shortages of skilled workers in the state's metalworking industry and determined that current methods of preparing employees were inadequate to the needs of the 1990s and beyond.

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Bert Roberts, CEO
MCI Communications
Corporation

With input from a broad cross section of Pennsylvania employers, the Pennsylvania Youth Apprenticeship Program was established as a State-sponsored non-profit organization working through Pennsylvania's network of Regional Industrial Resource Centers, which regularly provide technical assistance and management consulting services to employers throughout the state. By this past spring, the program had grown to include 79 different metalworking companies at six regional sites sponsoring 105 apprentices. The first 12 apprentices graduated from high school in June, with 11 of these planning to continue their preparation in post secondary schools. Nine new regional sites are scheduled to begin operations this fall with state funding. The new programs include such industries as health care, general manufacturing, printing, and finance.

The principal strength of Pennsylvania's program is its curriculum, which fully integrates academic, technical, and work site learning. Academic and vocational teachers are teamed with work site supervisors to ensure that students fully master the academic, technical and work-habit requirements of the increasingly sophisticated technology in the metalworking industry.

Commenting on the State's pioneering program, which he launched in 1991, Pennsylvania Governor Robert P. Casey said: "Our partnership is aimed at meeting the growing demand for skilled workers in technical occupations and providing students with the advanced capability and flexibility they'll need in the high technology workplace of tomorrow. No task for a state governor is more important than training our children for the challenges of the 21st century."

Governor John McKernan of the State of Maine also recognizes the value of developing a skilled workforce in his state. His personal leadership in the development of Maine's Youth Apprenticeship program has garnered unusual public support. In a daring break with tradition, he led a successful drive to guarantee Maine's young people an automatic 13th year of education or training, including Youth Apprenticeship.

Governor McKernan said, "What we need to keep our nation and our businesses competitive is a system that encourages higher skills and life-long learning. I believe that we can create that system by putting an American twist on the various versions of the European Youth Apprenticeship model."

Developed over the past several years, Maine's program began operation at the Center for Youth Apprenticeship at the Southern Maine Technical College in South Portland this past fall. UNUM Insurance, Blue Cross-Blue Shield of Maine, and other employers have hired apprentices in a variety of insurance, health, and manufacturing occupations.

Maine's program differs from other Youth Apprenticeship programs. Student apprentices alternate their school and work site learning over the course of the year, rather than during the same day or week. Students in the 11th and 12th grades spend 20 weeks in school and 30 weeks working directly for an employer. After graduating from high school, the students will enter the Technical College for 16 weeks of classroom training and 34 weeks with an employer.

In addition to operating pilot programs with employers and four Portland area high schools, the Center for Youth Apprenticeship develops statewide performance standards. The Center works closely with employers and the state's six technical colleges to develop curriculum, and it depends on committees of business and labor representatives to develop specific occupational standards, which are then sanctioned by the Center Board.

Other states are exploring Youth Apprenticeship as a vehicle for economic development. And, the Clinton Administration is taking steps to support the concept. It recently proposed legislation that would fund school-to-work planning by the states. The U.S. Secretary of Labor, Robert Reich, and the U.S. Secretary of Education, Richard Riley, agree that workforce excellence is a necessary ingredient of national economic progress and that a school-to-work system is a must for developing worker skills.

By providing a strong academic foundation, Youth Apprenticeship not only meets the needs of employers for well grounded workers, but it allows students flexibility in career choices as they progress. Some students will discover that they would like to go on to four year college and Youth Apprenticeship gives provides them the academic foundation to do so either upon graduation or later.



Governor Robert Casey
State of Pennsylvania



Governor John McKernan
State of Maine

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"We are having a profound and positive impact on traditional vocational education as well as the regular academic programs because we enhance what they do, rather than compete with them. Youth Apprenticeship is the leader driving vocational education reform and improvements in employer education programs."

Jean Wolfe, Director of the Pennsylvania Youth Apprenticeship Program

Youth Apprenticeship has potential for becoming an important element of education reform. As teachers, students, parents and employers join to prepare young people for worthwhile careers, the education system itself will benefit. Joseph Gorman, Chief Executive Officer of TRW, Inc., and Chairman of the Business Roundtable's Education Task Force commented, "It's vital that everyone involved with raising a child join hands to ensure that child receives the best possible education. Education has always been the liberating force in this nation and that imperative is fast becoming an international requirement. Youth Apprenticeship shows promise for accelerating education improvement in America because it requires business and education to collaborate for very practical reasons."

Youth Apprenticeship offers potential for employers and students because it engages young people at a critical point in their lives—as they are learning to become responsible and productive adults. According to Cornell University's Stephen Hamilton, a child development specialist, the ages 16 to 20 are critical to how we learn to conduct the important adult work of society.

The comparison between American and European youth is striking in this regard... Young Europeans who have been through Youth Apprenticeship are more skilled, responsible, and stable at a much earlier age than their American counterparts. Helmut Panke, Chairman of BMW (U.S.) Holding Corporation said, "Although the German system of career preparation may not be suitable for the United States, there is little question that young people who are exposed to demanding academic and workplace environments respond in a positive manner. Working with the State of South Carolina, we hope to incorporate a Youth Apprenticeship system in our new manufacturing facility." BMW has announced plans to build automobiles in a new facility near Spartanburg, S.C., which is expected to begin production in late 1995. "We are coming to the United States because American workers are the most productive workers in the world. If we can blend experienced workers with young workers who are trained through Youth Apprenticeship, we will have one of the best automobile manufacturing workforces anywhere", Dr. Panke added.

What about existing school-to-work programs? Although it is generally agreed that the nation does not have an effective school-to-work system, there are a number of programs that link the education system to jobs. The traditional vocational education system, cooperative education, youth academies and other approaches are compatible but not the same as Youth Apprenticeship. There's an important difference. What distinguishes Youth Apprenticeship from most of these efforts is a well-planned training component that takes place on the job site and which is integrated with curriculum in the classroom.

Now is the time for business people to join with educators to harness the intellect and the energy of our young people. **Our nation cannot be productive unless our youth have prospects.**



Joseph Gorman, CEO
TRW



Helmut Panke, Chairman
BMW (U.S.) Holding
Corporation

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The National Alliance of Business is a business-backed organization focused on U.S. workforce issues. Education reform, worker training and other workforce quality topics are approached through practical demonstration projects and studies; NAB also is an advocate for the private sector and represents business interests with policy makers in Washington, D.C.

To help business explore and develop school-to-work collaboratives, the Alliance has formed the Business Center for Youth Apprenticeship. For more information about Youth Apprenticeship, contact:

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A Model Program for Youth Apprenticeships: A20

Government & Politics

Maine's Month-Old Youth Apprenticeships Show How a National Plan Might Work

High-school classes one day a week are meant to dovetail with students' job experiences

By Kit Lively

THE CONNECTION between 17-year-old Michael Moody and President Bill Clinton may not be obvious at first. The soft-spoken high-school junior works at a Portland machine-tool shop four days a week and seems very much at home in a black T-shirt and a long, dark ponytail.

But as a pioneer student in Maine's month-old Youth Apprenticeship Program, which is run by the Maine Technical College System, Mr. Moody's experiences are of keen interest to the Clinton Administration.

Mr. Clinton and his Secretaries of Education and Labor have repeatedly promised to shore up job-training programs and pay more attention to non-college-bound students. While the Administration is divulging few details of its plans, hundreds of millions of dollars have been pledged for apprenticeship programs.

As the politicians wring out policy details, Michael Moody is enjoying life away from the traditional vocational school he attended before joining the new apprenticeship program. He now spends one day a week in regular high school classes with the other apprentices, taking academic classes specially designed to dovetail with experiences from work.

STIPENDS PAID BY COMPANIES

In each year of the program, students will spend several blocks of weeks attending academic classes full time.

They earn \$5,000 a year in stipends paid by their companies, which also pay a fee to the technical colleges to cover some administrative expenses.

Mr. Moody says his new teachers seem more interested in making sure he understands his schoolwork. He also believes he will learn much more about the machine-tool industry by working at the plant than he could even from vocational courses.

"It's kind of easier for me to work. It's more efficient with adults around," he says of his apprenticeship at the Nichols Portland Division of the Parker Hannifin Corporation.

"A lot of kids at vocational school did something part of the time, but they usually ate and drank sodas," he continues. "Around here, obviously no one sits around on the job. If I sat around I'd be the different one. Before, I was the different one because I was working."

Each morning he reports to the company's tool room, an orderly place with dark brick floors, fluorescent lights, clusters of stout metal machines, and shelves neatly stocked with parts and supplies. The apprentice checks in with Pat Connell, his mentor—or "meister" in apprenticeship parlance—who gives an assignment and checks on him during the day.

So far, Mr. Moody has cut and milled metal for a few projects. But much of the



Apprentice Michael Moody, left, with his "meister," Pat Connell: "Around here, obviously no one sits around on the job."

company's effort in his first several months will be teaching him good work habits, such as arriving on time and cleaning up his work area, says Jurgen Kok, vice-president and general manager of the company.

ORDERLINESS AND PRECISION

Nichols Portland makes metal parts for devices such as automobile oil and fuel pumps. The parts are shaped by pouring fine metal powder into specially designed molds and exposing it to high heat and pressure. Orderliness and precision are crucial, because the parts must fit each car precisely, and workers keep detailed records of measurements from each batch.

This attentiveness to detail will be part of the work ethic Mr. Moody will learn on his job. The lessons will be very different

for some of his classmates in their jobs at insurance companies and medical centers.

There is no single model for youth apprenticeship in this country and many questions remain about the best way to nationalize the movement. Most programs are based on European models, particularly in Denmark and Germany.

Several cities and a handful of states have started apprenticeships in the last few years. These include statewide programs in Arkansas, Pennsylvania, and Wisconsin, and local ones in Boston, Tulsa, Okla., and Binghamton, N.Y. Last week, New York State education officials proposed requiring some work experience for high-school graduation.

Proponents say apprenticeships differ significantly from many earlier job-training programs. Apprenticeships are longer,

more intensive, and have more durable links between high schools, businesses, and community colleges.

They require businesses to work with schools to train students to certifiable levels in their fields. Businesses also may help design curricula to teach skills they have long said students lack.

THE PROPER FEDERAL ROLE

One unresolved question in the movement toward national apprenticeships is the proper federal role. Several observers say that Washington should stir enthusiasm among schools, governments, businesses, and perhaps labor unions to participate in apprenticeships and provide grants for demonstration projects. Robert Lerman, chairman of the economics department at American University, suggests creating apprenticeships in federal offices to set an example.

Many people also say the country needs voluntary national standards for vocational skills, so a student's certificate would be accepted widely. Some observers caution that any standards should allow local adaptation, as bar examinations do.

One reason for the enthusiasm about youth apprenticeship is the integral involvement of businesses. This should insure that students learn skills that employers actually need, says Hilary Pennington, president of Jobs for the Future, a national non-profit organization that works on policy linking job training, economic development, and education reform.

"You don't have an apprenticeship unless you have a workplace willing to pay for a kid to come learn. They will have invested tens of thousands of dollars on kids' learning by end of three or four years," Ms. Pennington says.

Her organization is building a network of places that have or are starting youth apprenticeship programs, and is one of many organizations offering guidelines for how programs can operate. Jobs for the Future considers a program sound if it:

- Coordinates classroom instruction with paid, on-the-job learning—ideally with salaries paid by employers.
- Leads to certification that students have mastered work skills.
- Provides a clear path from high school to college.

Not everyone agrees on the third point, and some apprenticeships do not include college. However, Maine officials chose to include it because college is so valued by Americans.

If Maine apprentices stick with the program, they will emerge with two years of high school, culminating with a diploma, and their third year at a technical college, with no tuition, \$15,000 in accumulated stipend money, and a certificate listing skills they have mastered. If a future employer decides a graduate falls short of the skills promised on his certificate, the program will pay for the apprentice to return to school.

SOME ARE SKEPTICAL

The enthusiasm over youth apprenticeship isn't universal. Officials in some other jobs-training programs, such as tech-prep, are nervous about the golden-haired newcomer. Tech-prep channels students through two years of high school and two of community college, usually including

Continued on Page A23

Ideas for National Plan Suggested in Maine's Youth Apprenticeships

Continued From Page A21

some work experience and harder science and math requirements.

John Fitzsimmons, president of the Maine Technical College System, says the new program can build on some features it shares with tech-prep.

Some people also caution against evoking the German or Danish models without making some cultural translation. European programs, for example, usually track students from a fairly early age, an approach Americans might consider too limiting.

Still, the European plans inspire Americans who want to insure economic competitiveness.

The joke around the Maine Youth Apprenticeship offices is that the program was born on airline napkins as Mr. Fitzsimmons and Maine's Gov. John R. McKernan, Jr., a Republican, flew home from Germany and Denmark.

Its growth has been rapid. The European trip was in January 1992, and the first group of 15 eleventh-graders enrolled last month. Governor McKernan wants to offer the program statewide next fall, a request that has the small staff working nights and weekends to plan the expansion, along with the second year for the Portland students.

CRUCIAL SUPPORT

Staff members say the Governor's support has been crucial. Shortly after returning from Europe, Mr. McKernan personally contacted several CEO's and encouraged them to participate. Most did so with enthusiasm, providing support that has buoyed the companies' employees and program officials through some tough times.

Some staff members worry privately that the hastened schedule

will make it hard to nail down all details. Many questions about next year are still hanging, such as how to control quality when the program explodes from 15 students in one city to dozens in several cities.

Program Director Susan Brown says she doesn't know how 12th-graders will split their time between school and work. She also is still working on arrangements to allow apprentices to take difficult courses and still work.

The issue arose this year when one apprentice, Melissa Garnett,

"Now that it is vividly obvious that people we're trying to hire don't have basic skills, we see that we need to be more involved."

had to switch from the chemistry she took in the fall semester to a general science course tailored for the apprenticeships. Next year she wants to take pre-calculus.

Ms. Garnett, 17, says she wasn't happy about dropping chemistry, but the disappointment wasn't enough to make her leave her apprenticeship at Blue Cross and Blue Shield of Maine. She would rather learn on the job than from books. Except for the romance novels she reads avidly, she doesn't find books very likable—and school texts, she finds, are particularly irrelevant.

"They say how other people did it and give formulas you have to memorize. Here, you figure it out for yourself," she says. "Here I have a reason to understand." Is

that computer technical manual she's poring over easier going than Shakespeare? She shrugs. "I need it to do my job."

Ms. Brown says several business executives were surprised by how much work the program requires. Evidence of how seriously Blue Cross took its commitment hangs on Ms. Garnett's wall in the form of a detailed chart showing what she will learn each week.

'INCREDIBLY FLEXIBLE'

"The businesses have been incredibly flexible," Ms. Brown says. "I know I sound like Pollyanna, but it defies my imagination that everyone has worked so hard. Everyone talks about being reoriented to the student."

Top management at both Blue Cross and Nichols Portland say their companies had decided to work more with schools before they signed on to take apprentices.

"As a company we are as guilty as any. We haven't reached out as much as we could to support the local schools," says Mr. Kok, of Nichols Portland. "Now that it is vividly obvious that people we're trying to hire don't have basic skills, we see that we need to be more involved."

He speaks from experience.

He personally interviewed 12 students for an apprenticeship at his company and found none with the math skills he needed, although several said they liked math. Mr. Kok rejected the lot and kept interviewing until he found Mr. Moody. One high-school principal retells the story to his students, hoping to inspire them to work harder.

As the proud holder of a German apprentice certificate, Mr. Kok wanted the program to distinguish itself from the start.

"There was no way I was going to compromise the program and make it what it shouldn't be—an opportunity for kids who can't make it," he says. ■



RESPONSIBILITIES OF PARTICIPATING BUSINESSES

A personal commitment from the Chief Executive Officer.

A three-year commitment to each apprentice.

Pay an annual fee of approximately \$5,000 for each apprentice through the duration of the apprenticeship (in monthly payments).

Designate an employee as Project Coordinator to communicate regularly with Youth Apprenticeship staff, and to ensure a successful apprenticeship experience.

Designate an employee as Meister who serves as mentor and supervisor to the apprentice. The meister participates in training provided by the Center for Youth Apprenticeship (see Meister Manual).

Participate in the development of industry skills standards and in appropriate educational workshops.

Conduct job tours and job shadowing for youth apprenticeship applicants.

Interview and select the apprentice(s).

Provide appropriate work space and equipment for the apprentice(s).

Regularly assess apprentice's progress.

Maintain appropriate records.

Communicate regularly with the Center for Youth Apprenticeship or the regional School/Workplace Coordinator.



RESPONSIBILITIES OF PARTICIPATING SCHOOLS

A commitment from school administration and designated teaching staff.

Assign a Project Coordinator to monitor the program's development in the school and to serve as a contact person for teachers, administrators, guidance personnel and Youth Apprenticeship staff.

Designate teaching staff for related courses.

Participate in the development of industry skills standards and curriculum.

Participate in in-service training and informational forums.

Help students develop admissions Portfolios (created by and for the Maine Youth Apprenticeship Program).

Provide instructional space and appropriate equipment for related courses.

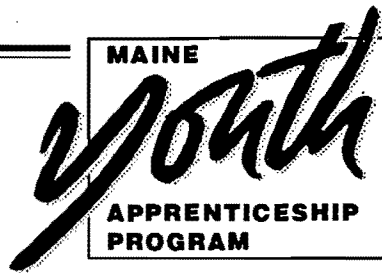
Aadjust class schedules where necessary to accommodate apprenticeships.

Ensure that apprentices meet graduation requirements.

Maintain necessary records.

Retrain apprentice(s) for unachieved masteries (secondary schools and technical colleges).

Expand career awareness education in 9th and 10th grades, and make students aware of options available through Youth Apprenticeship.



RESPONSIBILITIES OF THE CENTER FOR YOUTH APPRENTICESHIP

Guide implementation of the Maine Youth Apprenticeship Program and ensure statewide consistency.

Develop and ensure compliance with all governance policies and procedures.

Act as "employer" of apprentices, paying their weekly stipends and covering workers' compensation and general liability insurance.

Ensure high quality apprenticeships, monitoring effectiveness at the work sites, schools and technical colleges.

Provide training for meisters and teachers.

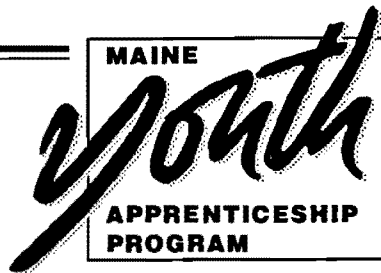
Maintain comprehensive student and program records.

Assist in applicant screening.

Lead the development of industry skills standards and curriculum, in cooperation with schools and businesses.

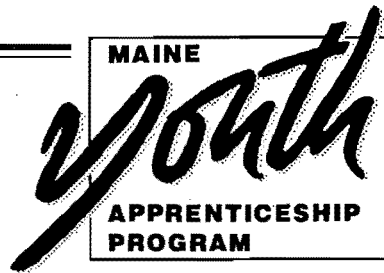
Provide Student Services Liaisons who are the principal contacts for the apprentices, answering questions and addressing issues that may arise.

Provide School/Workplace Coordinators who serve as the liaisons between the work sites and the schools.



RESPONSIBILITIES OF THE YOUTH APPRENTICE

- M*aintain high academic and worksite performance standards.**
- M*ake a three-year commitment to the apprenticeship.**
- A*dhere to Youth Apprenticeship policies in school and at work.**
- P*articipate in activities sponsored by the Youth Apprenticeship Program.**
- F*ollow all company policies and procedures.**
- C*ommunicate regularly with Student Services Liaison if problems or questions arise.**
- M*aintain student performance portfolio.**
- A*rrange for reliable transportation to work.**
- M*eet all required academic standards for high school graduation and for the Certificate of Skills Mastery.**

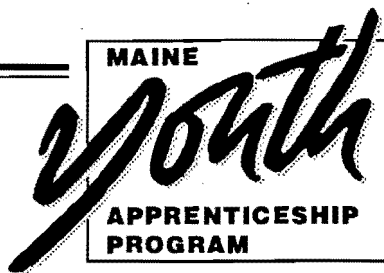


STUDENT SERVICES LIAISON

The Student Services Liaison, provided by Jobs for Maine's Graduates, is the primary contact person for the apprentices. As such, the liaison is responsible for ensuring that any questions, problems, or issues that may arise with the students are addressed, and that appropriate MYAP, school, or workplace personnel, or parents or guardians of the apprentices, are notified of any important issues. The liaison assists in helping students understand application procedures and other program policies and procedures; helps prepare the apprentice for the work environment; provides student support and counseling, or referrals, when necessary; and coordinates the activities of the Youth Apprenticeship Guild.

SCHOOL/WORKPLACE COORDINATOR

The School/Workplace Coordinator serves as the primary MYAP contact among all participants in a geographical region. The coordinator, who is located at a Technical College, acts as the communication link among all parties, assisting in regional program implementation, providing technical assistance to schools and businesses, providing training for meisters and teachers, and monitoring the progress of the program within his or her region.



THE MEISTER: ROLES & RESPONSIBILITIES

Of all the players in the Maine Youth Apprenticeship Program, one of the most important is the **meister** — a company employee who directly supervises the apprentice at work and who is responsible for creating a successful learning experience in the workplace.

The meister is responsible for helping an apprentice gain the maximum benefit from the worksite experience. To do this, the meister acts as a mentor, a trainer, and a supervisor, sharing his or her knowledge and experience with the apprentice while building a valued learning relationship.

The meister helps the apprentice gain an understanding of the resources, information, systems, and technology available at the worksite, and teaches him/her interpersonal skills and common worker responsibilities. Furthermore, in the Youth Apprenticeship Program, meisters and high school teachers develop an important communication system, sharing information regularly and monitoring apprentices' progress. With the support of MYAP staff, the two share the responsibility of an apprentice's program of learning.

In some ways, meisters treat the apprentice as any other entry-level worker in making them aware of company policies and procedures, and helping them adjust to a new environment. But the apprentice's experience is meant to be a continual *learning* experience, one that will increase his or her understanding of the career field as a whole, and one from which the apprentice will see more clearly the relevance and importance of education.

Meister's Daily Responsibilities

- Identifying daily tasks and expectations
- Demonstrating and explaining proper work methods
- Monitoring academic progress
- Monitoring the apprentice's attempts at various tasks
- Completing a biweekly evaluation form
- Communicating with teachers and MYAP staff
- Assessing the well-being of the apprentice

Meister Selection

Each participating business is responsible for selecting its own meister(s). The following guidelines should be followed:

- Being a meister should be voluntary.
- Meisters need to be willing to make a commitment for a specific length of time.
- Business sponsors need to be aware that being a meister requires a significant time commitment, over and above regular job duties. Time should be allocated for the meister to plan, schedule, evaluate and attend training workshops.
- Meisters should be well-respected workers with good skills, work habits and values.



SCHOOL AND WORK: MAKING THE CONNECTION

The educational framework of the Maine Youth Apprenticeship Program, while different in many ways from traditional school-based learning, is based on a solid academic foundation — Maine's "Common Core of Learning." The Common Core calls for students "to acquire the fundamental and specific aspects of each subject area and be able to integrate this knowledge to see the world as a multi-faceted whole. Students need the knowledge, skills, and attitudes that will prepare them to provide for themselves and others and will give them a future of options — personal and work related — in Maine and in the world at large. Their education should help them achieve fulfilling work and to act responsibly in an increasingly complex society."

Given that basis, youth apprentices, like other students, take courses in the traditional subject areas — English Arts, Mathematics, Science and Technology, and Social Sciences.

English Arts provides the foundation for effective communication — the ability to effectively speak, listen, view, read and write.

Mathematics enables students to interpret and evaluate data, recognize patterns, make comparisons and understand relationships.

Science and Technology enables students to understand the enormous scientific and technological changes taking place in society, as well as certain fundamental knowledge — life cycles, biology, energy, chemistry, ecology and more.

Social Sciences enables students to understand our society's central institutions and values, as well as those of the world around us. It focuses on the complexity of our environment, history, politics, economics, geography, culture and social norms.

For almost all Maine students, however, the learning of these subject areas takes place solely in the classroom. One of the tenets of the Maine Youth Apprenticeship Program is providing a type of education that goes beyond traditional boundaries, one that incorporates structured work-based learning that brings more relevance into every classroom — from math to social studies, English to science. This type of learning is often called applied academics, because students apply what they learn in the classroom to the workplace, and they bring work experience back to school.

MYAP incorporates this type of learning into its curriculum outlines, and encourages high school teachers to implement it as often as possible. MYAP asks teachers and workplace masters

to share information about how, for example, history could be applied in the workplace, and to think of creative ways to work together to help apprentices find the connections. For example, a high school English teacher might give an apprentice an assignment to read "The Grapes of Wrath" while the apprentice is studying the Great Depression in U.S. History. The teachers could ask the student to examine the social and economic conditions of the 1920s and 30s and discuss some of the material with his/her meister and other company officials. The apprentice could find out if the company existed at that time, if and how those sorts of economic conditions would affect that business today, and how the company reacts during economic recessions. Discussion could revolve around unemployment, government regulations, the banking system, the stock market, the money supply and more. The apprentice could then draft a report or prepare a presentation for class. Parallel situations can be created for all disciplines.

Similarly, meisters can initiate the learning process by asking apprentices to do "homework" or research on workplace issues while they are not attending school (any assignments given by meisters should not supersede those given at school). If an apprentice is having trouble understanding a mathematical problem or complicated computer software, a meister could ask that student to study a manual at home, or brush up on math skills. Meisters would not be implementing a detailed educational curriculum, but they could still easily initiate the learning process — and MYAP staff could provide an outline for such a process.

In addition, apprentices will often take courses in school that are directly related to their apprenticeships, classes that better prepare them for the occupational field. These courses will vary according to occupation and may include electronics technologies, computer usage, typing, Ergonomics and others.

Along with this educational integration, students in the Maine Youth Apprenticeship Program are learning real job skills pertinent to their respective industries, skills that will allow them the opportunity to find stable employment upon graduation. They include a number of specific skills, as well as general workplace knowledge, like communication, teamwork, worker responsibilities and more. In cooperation with MYAP staff, businesses and schools work together to develop these "industry skill standards" and the curricula necessary to ensure apprentices master those skills.

OCCUPATIONAL CLUSTERS

Computer Support

Apprentices could work in any business that manages its own computer databases or networks, including insurance companies, hospitals, banks, telephone companies, municipalities, manufacturing firms and others. Examples of job titles utilizing these skills include: help desk representative, computer operator, customer service representative, and technical support specialist.

Office Administrative Services

This is a broad occupational area that applies to almost any business with general office functions such as recordkeeper, office manager, administrative assistant, bookkeeper, data entry operator, and more.

Medical Rehabilitation Therapy

This occupational area applies to medical rehabilitation facilities. An apprentice could work in a number of positions, including: occupational therapy assistant, physical therapy aide, physical therapy assistant, and more.

Medical Administrative Services

This occupational area applies to health care facilities of all types. Examples of job titles utilizing these skills include: medical secretary, medical records technician/clerk, medical transcriber, and more.

Metals Industries

This occupational area applies to businesses that manufacture metal components or machine tools. Examples of job titles utilizing these job skills include: auto parts manufacturers, business equipment manufacturers, machine tool manufacturers, and others. An apprentice can work as a metal fabricator/assembler, machine tool operator, or machine shop production worker.

Electronics & Telecommunications

This occupational area is applicable to any business that manages telecommunications systems or works regularly with electronic equipment, including telephone companies, hospitals, television and radio stations, audio/video repair centers, and others. An apprentice could work as an electronics mechanic, telecommunications installer, broadcast technician, industrial technician, and more.

Banking and Finance

This occupational area applies to banking and financial institutions that employ loan processors, tellers, documentation specialists, or research clerks, among others.

Insurance Services

This occupational area applies to insurance companies of all kinds. Examples of job titles utilizing these job skills include: insurance clerk, claims adjuster, insurance checker, and more.

COMPUTER SUPPORT

Occupational Competencies and Job Titles

Samples of competencies in this occupational area that apprentices are expected to master:

- Receive, diagnose and solve system-related problems
- Solve user password problems
- Monitor network to ensure systems are operating and available
- Prepare management reports
- Perform routine maintenance on hardware
- Monitor appropriate inventories and place vendor service calls
- Maintain trouble log
- Communicate effectively with coworkers
- Maintain safe work practices

Apprentices could work in any business that manages its own computer databases or networks, including insurance companies, hospitals, banks, telephone companies, municipalities, manufacturing firms and others. Examples of job titles utilizing these skills include: *Help Desk Representative, Computer Operator, Customer Service Representative, Technical Support Specialist*, and others.

Employer's Role

Employers participate in developing the workplace competencies (industry skills standards) and associated curricula for each occupational area. The employer assigns a master who is responsible for implementing the workplace education program, assessing their apprentice's progress, and communicating with teachers to ensure an integrated educational experience.

School's Role

School personnel develop individualized learning plans for apprentices that enhance their work experience and integrate the classroom and workplace learning (applied academics). Schools are asked to accommodate an apprentice's work schedule, requiring a condensed, yet intensive classroom learning experience. Schools also work with program staff and business representatives to develop industry skills standards and associated curricula.

Job Opportunities

An apprentice in this occupational area will be prepared to assume the following types of jobs upon successful completion of the apprenticeship (these are samples only):

- Help Desk Representative
- Computer Operator
- Customer Service Representative
- Technical Support Specialist
- Special Systems Operator
- Data Base Administrator

OFFICE ADMINISTRATIVE SERVICES

Occupational Competencies and Job Titles

Samples of competencies in this occupational area that apprentices are expected to master:

- Maintain office procedures manuals
- Budget for supplies; maintain inventories
- Maintain and operate office equipment and software
- Process payables, purchases and receivables
- Demonstrate a professional image and attitude at the work place
- Demonstrate appropriate telephone techniques
- Communicate verbally and in writing with coworkers and clients
- Maintain safe work practices

This occupational area applies to almost any business with general office functions such as *recordkeeper, office manager, bookkeeper, administrative assistant, data entry operator*, and more.

Employer's Role

Employers participate in developing the workplace competencies (industry skills standards) and associated curricula for each occupational area. The employer assigns a *meister* who is responsible for implementing the workplace education program, assessing their apprentice's progress, and communicating with teachers to ensure an integrated educational experience.

School's Role

School personnel develop individualized learning plans for apprentices that enhance their work experience and integrate the classroom and workplace learning (applied academics). Schools are asked to accommodate an apprentice's work schedule, requiring a condensed, yet intensive classroom learning experience. Schools also work with program staff and business representatives to develop industry skills standards and associated curricula.

Job Opportunities

An apprentice in this occupational area will be prepared to assume the following types of jobs upon successful completion of the apprenticeship (these are samples only):

- Administrative Assistant
- Secretary
- Clerk Typist
- Payroll Clerk
- Word Processing Operator

MEDICAL REHABILITATION THERAPY

Occupational Competencies and Job Titles

Samples of competencies in this occupational area that apprentices are expected to master:

- Maintain inventory
- Transport patient charts and prepare patient orders
- Assist with transfers and exercises
- Transport patients and assist in patient leisure activities
- Prepare and clean rehabilitation equipment
- File patient information
- Communicate effectively with coworkers and clients
- Maintain safe work practices

This occupational area applies to medical rehabilitation facilities. An apprentice could work in a number of positions, including: *occupational therapy assistant, physical therapy aide, physical therapy assistant*, and more.

Employer's Role

Employers participate in developing the workplace competencies (industry skills standards) and associated curricula for each occupational area. The employer assigns a master who is responsible for implementing the workplace education program, assessing their apprentice's progress, and communicating with teachers to ensure an integrated educational experience.

School's Role

School personnel develop individualized learning plans for apprentices that enhance their work experience and integrate the classroom and workplace learning (applied academics). Schools are asked to accommodate an apprentice's work schedule, requiring a condensed, yet intensive classroom learning experience. Schools also work with program staff and business representatives to develop industry skills standards and associated curricula.

Job Opportunities

An apprentice in this occupational area will be prepared to assume the following types of jobs upon successful completion of the apprenticeship (these are samples only):

- Occupational Therapy Assistant
- Physical Therapy Aide
- Physical Therapy Assistant

MEDICAL ADMINISTRATIVE SERVICES

Occupational Competencies and Job Titles

Samples of competencies in this occupational area that apprentices are expected to master:

- Maintain, compile and verify records of hospital or clinic patients
- Retrieve patient information
- Operate a personal computer and other office equipment
- Maintain computer files; prepare payroll; maintain appointment schedules
- Maintain office supply inventory
- Index and code documents for filing; maintain filing system
- Communicate verbally and in writing with coworkers and clients
- Maintain safe work practices

This occupational area applies to health care facilities of all types. Examples of job titles utilizing these skills include: *medical secretary, medical records technician/clerk, medical transcriber*, and more.

Employer's Role

Employers participate in developing the workplace competencies (industry skill standards) and associated curricula for each occupational area. The employer assigns a master who is responsible for implementing the workplace education program, assessing their apprentice's progress, and communicating with teachers to ensure an integrated educational experience.

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Job Opportunities

An apprentice in this occupational area will be prepared to assume the following types of jobs upon successful completion of the apprenticeship (these are samples only):

- Medical Administrative Assistant
- Medical Secretary
- Medical Records Clerk

METALS INDUSTRIES

Occupational Competencies and Job Titles

Samples of competencies in this occupational area that apprentices are expected to master:

- Identify the names and functions of various machines
- Make computations related to work dimensions
- Feed and speed machines
- Use precision measuring instruments such as layout tools & micrometers
- Machine and heat-treat various metals
- Lay out machine parts
- Communicate effectively with coworkers and work as a member of a team
- Maintain a safe work environment at all times

This occupational area applies to businesses that manufacture metal components or machine tools. Examples of job titles utilizing these jobs skills include: auto parts manufacturers, business equipment manufacturers, machine tool manufacturers, and others. An apprentice can work as a *metal fabricator, machine tool operator, or a machine shop production worker*, among others.

Employer's Role

Employers participate in developing the workplace competencies (industry skills standards) and associated curricula for each occupational area. The employer assigns a meister who is responsible for implementing the workplace education program, assessing their apprentice's progress, and communicating with teachers to ensure an integrated educational experience.

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Job Opportunities

An apprentice in this occupational area will be prepared to assume the following types of jobs upon successful completion of the apprenticeship (these are samples only):

- Metal Fabricator/Assembler
- Machine Tool Operator
- Machine Shop Production Worker

ELECTRONICS & TELECOMMUNICATIONS

Occupational Competencies and Job Titles

Samples of competencies in this occupational area that apprentices are expected to master:

- Identify necessary tools and equipment
- Order appropriate parts from vendors and manage repair requests
- Identify problem areas and perform operational tests on components
- Maintain inventory database and complete appropriate documentation
- Plan installations; train end users; run phone traffic reports
- Work as part of a team
- Master time management and communication skills
- Maintain safe work practices

This occupational area is applicable to any business that manages telecommunications systems or works regularly with electronic equipment, including telephone companies, hospitals, television and radio stations, audio/video repair centers, and others. An apprentice could work in a number of positions, including: *electronics mechanic, telecommunications installer, broadcast technician, industrial technician*, and more.

Employer's Role

Employers participate in developing the workplace competencies (industry skills standards) and associated curricula for each occupational area. The employer assigns a master who is responsible for implementing the workplace education program, assessing their apprentice's progress, and communicating with teachers to ensure an integrated educational experience.

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Job Opportunities

An apprentice in this occupational area will be qualified to work in the following types of positions upon successful completion of the apprenticeship (these are samples only):

- Telecommunications Installer
- Broadcast Technician
- Industrial Technician
- Bio-medical Equipment Technician

BANKING AND FINANCE

Occupational Competencies and Job Titles

Samples of competencies in this occupational area that apprentices are expected to master:

- Understand loan policies
- Prepare loan documents
- Monitor payments
- Understand and explain loan products and savings products
- Order and analyze credit reports
- Assist in preparation of commercial loan documentation
- Communicate effectively with coworkers and clients
- Maintain safe work practices

This occupational area applies to banking and financial institutions that employ individuals working as *loan processors, tellers, documentation specialists, research clerks,* and more.

Employer's Role

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Job Opportunities

An apprentice in this occupational area will be prepared to assume the following types of jobs upon successful completion of the apprenticeship (these are samples only):

- Customer Service Representative
- Loan Processor
- Credit Technician
- Research Clerk
- Documentation Specialist

INSURANCE SERVICES

Occupational Competencies and Job Titles

Samples of competencies in this occupational area that apprentices are expected to master:

- Process claims
- Verify accuracy of insurance forms
- Utilize a variety of office equipment
- Learn claim system
- Communicate with policy holders and maintain client confidentiality
- Practice concise written and oral communication
- Prepare documents for microfilm
- Maintain safe work practices

This occupational area applies to insurance companies of all kinds. Examples of job titles utilizing these job skills include: *insurance clerk, claim adjuster, insurance checker*, and more.

Employer's Role

Employers participate in developing the workplace competencies (industry skills standards) and associated curricula for each occupational area. The employer assigns a master who is responsible for implementing the workplace education program, assessing their apprentice's progress, and communicating with teachers to ensure an integrated educational experience.

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Job Opportunities

An apprentice in this occupational area will be prepared to assume the following types of jobs upon successful completion of the apprenticeship (these are samples only):

- Insurance Clerk
- Claim Examiner
- Policy Information Clerk



STATE OF MAINE
OFFICE OF THE GOVERNOR
AUGUSTA, MAINE
04333

OCT 26 REC'D

JOHN R. MCKERNAN, JR.
GOVERNOR

MEMORANDUM FOR CAROL RASCO

FROM: Dave Lackey, Communications Director
DATE: October 25, 1993
RE: Talking Points for Upcoming Visit to Maine

In advance of your visit to Maine this week, the Governor asked me to provide you with some background and talking points on both Maine's youth apprenticeship program, and on Jobs for Maine's Graduates.

As you know, your schedule includes a breakfast in South Portland with youth apprentices and other key apprenticeship leaders; a tour and visit with students in the Jobs for Maine's Graduates Program in Lewiston; and a luncheon and remarks to the JMG Board of Directors at their meeting in Augusta.

Your visit helps to bring additional credibility to Maine's programs in school-to-work, especially in showing some national attention on Maine's solutions. Some of the media remains skeptical of school-to-work as a solution overall, although more and more are being won over by "success stories" like those you'll visit. Any help you can provide in highlighting these success stories, and the leadership provided by Jobs for Maine's Graduates, Maine Youth Apprenticeship Program, and Governor McKernan in these areas, will be helpful in reinforcing the need for school to work in Maine.

In addition to the attached "nuggets" that could be helpful as background, additional information is inclosed on both JMG and MYAP. A brief video, designed for potential youth apprentices, also provides a good overview of Maine's program, and is being sent to you under separate cover.

Thank you again for your willingness to come to Maine -- we are looking forward to greeting you!



Paris
Stephanie (207-582-0924)
Jals for Maine
Graduate

CHR Liberator Hotel

Oct 27 - visit

363 Maine Mall Rd
South Portland
Maine

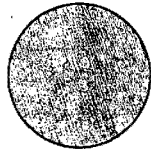
207-775-6161

Fax 207-775-0196

Conf# 87000 ETC

~~# 6000~~
7200

~~# 11500~~



Roz,

Attached is a tentative schedule for CHR's visit to Portland, Maine this week.

They will be furnishing us with a final version either late today or Tuesday a.m.

As you requested, I called Stephanie re. CHR having reporters present for observation and pictures.

Stephanie indicated she would like me to ask CHR if it would be possible to have press questions as well.

I asked CHR this and she said she and you would discuss this matter Tuesday morning.

I told Stephanie that CHR has been asked and agreed to press present for observation and photos and we would have to get back to her re. anything further.

Stephanie indicated that John Stivers and Susan Shows will accompany CHR at all times and "would run interference" in so far as the Press is concerned.

Stephanie should be faxing further/final info. re. CHR's trip Tuesday a.m.

Pat
10-25-93
1:15p.m.

Stephanie w/ call you
Tues. am. Re. ALL of above.
Pat

Tentative Schedule for Carol H. Rasco
Wednesday October 27, 1993 and
Thursday October 28, 1993

4:10p.m. CHR will arrive Portland, Maine
airport
John Stivers & Susan Shows will greet
CHR and transport her to hotel

[8 minute drive time to Sheraton Hotel]

5:00p.m. arrive Sheraton Hotel
for check in

6:50p.m. John & Susan will pick up CHR to
transport her to restaurant [approx.
20 min. drive time]

7:10p.m. arrive Raphael's Restaurant
Portland
Governor McKernan will be at restaurant
for dinner along with Ken Smith, Director
Jobs for America's Graduates

8:30-9:00p.m. dinner should be finished

9:00p.m. Ken Smith will transport CHR back to
hotel

9:15 arrive Sheraton Hotel

October 28, 1993

7:45a.m. Susan Shows and John Stivers will pick
up CHR for breakfast meeting
[drive time approx 15 min.]

8:00a.m. breakfast meeting with 8 people
incl. Andrew Green, President, Blue
Cross and representatives from Maine
Youth Apprenticeship Program
Susan & John will be attending breakfast
also

9:00a.m. leave breakfast for drive to Lewistown
Technical Center [drive time approx. 40
minutes]

10:00a.m. arrive Lewistown Technical Center

Greeted by: Dr. Donald Cannan

room will be set aside for CHR to meet students in "School to Work" and OAP (Opportunities Awareness Program)

CHR will have a 15 minute tour of Center

The Center visit/tour will last approximately one and one-half hour

11:30a.m. John and Susan will drive CHR to Luncheon and Business meeting [one-half hour drive time]

12:00p.m. Arrive Key Bank Plaza [reserved parking] Proceed to Board Room on 9th floor

12:15p.m. 15 minute photo op

12:30p.m. Luncheon/Director's Dining Room

12:50p.m. Chairman of Board/Introduction/video/students involved in community service

1:00p.m. Chairman will introduce Gov. McKernan

1:05-1:15p.m. Governor will speak, then introduce CHR

1:15-1:35p.m. CAROL H. RASCO WILL SPEAK

1:35-1:50p.m. Press will be on hand as observers and photo opportunity session

1:50p.m. CHR departs with John Stivers to drive to airport in Portland

2:25p.m. CHR departs Portland via Northwest Airlines

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Wednesday October 27, 1993 and
Thursday October 28, 1993

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1:50p.m. CHR departs with John Stivers to drive to airport in Portland

2:25p.m. CHR departs Portland via Northwest Airlines

THE WHITE HOUSE

WASHINGTON

Train

Portland

THE WHITE HOUSE
WASHINGTON

National 10/28 a.m.
NW #852 8:00
9:25 Boston
11:00 Boston
11:50

10/28 p.m.
NW #
7:30 p.m.
8:20 - Boston
no connection
2:25
3:15
4:00
5:41

National 10/27 p.m.

NW #1868 4:40
6:10 Boston
#2713 7:00 Boston
8:10
NW
6:00
7:30
8:15
8:55
Portland
7:35
8:15

Sen. Mitchell Is any of Sr. Cong.
& others? delegation

907-787-3531

Dave Lachey

Gov. McKernan

Maine

Jobs for Maine's Graduation

102

Trip file

Also - put on
my daily calendar
for Tues. for me
to visit w/ Galston
on Tues - need



American Express
 Travel Related Services Company, Inc.
 Government Travel Management Center
 1901 North Moore Street, 10th Floor
 Arlington, Virginia 22209-1901

INVOICE/ITINERARY

SALES PERSON: 51
 CUSTOMER NBR: 9N0023

ITINERARY

DATE: 15 OCT 93
 QBYOEB PAGE: 01

TO: WHITE HOUSE TRAVEL
 1600 PENNSYLVANIA AVE
 WASH DC 20500

FOR: RASCO/CAROL

27 OCT 93 - WEDNESDAY
 AIR NORTHWEST AIRLINES FLT:1868 COACH SNACK
 LV WASHINGTON NATL 440P EQP: 727 STRETCH
 AR BOSTON 610P NON-STOP
 RASCO/CAROL SEAT-12A
 AIR NORTHWEST AIRLINES FLT:3713 COACH
 OPERATED BY NORTHEAST EXPRESS
 LV BOSTON 720P EQP: METRO TPROP
 AR AUGUSTA ME 810P NON-STOP
 RASCO/CAROL SEAT-4C
 28 OCT 93 - THURSDAY
 AIR NORTHWEST AIRLINES FLT:3702 COACH
 OPERATED BY NORTHEAST EXPRESS
 LV AUGUSTA ME 225P EQP: METRO TPROP
 AR BOSTON 315P NON-STOP
 RASCO/CAROL SEAT-4C
 AIR NORTHWEST AIRLINES FLT:39 COACH
 LV BOSTON 400P EQP: 727 STRETCH
 AR WASHINGTON NATL 541P NON-STOP
 RASCO/CAROL SEAT-12F

FOR AFTER HOUR EMERGENCIES

CALL 800-847-0242/YOUR HOTLINE CODE IS S-KC52

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27 OCT 93 - WEDNESDAY			
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AIR	NORTHWEST AIRLINES FLT:3713	COACH	
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	LV BOSTON	720P	EQP: METRO TPROP
	AR AUGUSTA ME	810P	NON-STOP
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28 OCT 93 - THURSDAY			
AIR	NORTHWEST AIRLINES FLT:3702	COACH	
	OPERATED BY NORTHEAST EXPRESS		
	LV AUGUSTA ME	225P	EQP: METRO TPROP
	AR BOSTON	315P	NON-STOP
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AIR	NORTHWEST AIRLINES FLT:39	COACH	
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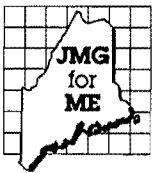
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Jobs for Maine's Graduates, Inc.

209 Maine Avenue
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(207) 582-0924

Maine jobs program works Bidd. grads get local jobs

By Cheryl German
Associate Editor

Gretchen Dumais thought she might be a hair stylist, when she thought about her future at all.

She wasn't sure about a lot of things as she drifted through her first three years at Biddeford High School. She felt insecure and uncertain about what she would face after graduation, so it was hard to buckle down and prepare herself for a job and a future.

"School was, 'Oh, I'll go today. I won't go tomorrow,'" says Dumais, 19. "I didn't like school too much."

But that was before she enrolled in a new school-to-work transition program at

Biddeford High School, Jobs for Maine's Graduates, and became one of its first 33 alumni.

On a recent afternoon the line of customers at St. Joseph's Credit Union moved quickly toward the window with the "Gretchen" nameplate. Dark hair fastened in a royal blue bow, Dumais radiated poise and friendly professionalism.

With the help of the transition program in her senior year, she realized she had skills in the accounting and customer-service areas. She sought and found a job as a teller, and now looks forward to working her way up in bank management.

She credits Jobs for



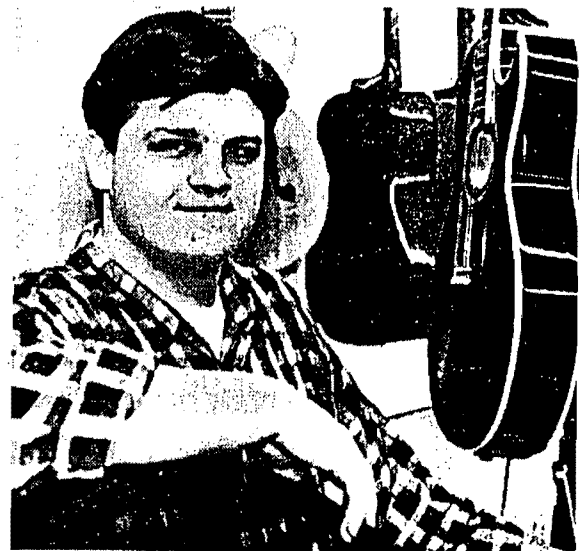
GRADUATES AT WORK Gretchen Dumais, above, at St. Joseph's Credit Union; Tim Chretien, top, at Deering Lumber; and Joe Lerman, right, DJ at WHYR, credit the JMG program with landing their jobs.

Maine's Graduates (JMG) with getting her where she is. The program "really made you think what you wanted to do and how to apply yourself so you could do it," Dumais says.

Funded jointly by federal,

state and private sources, this drop-out prevention strategy helps students choose careers and teaches them how to land and keep good jobs.

It is based on a national



Jobs for ME grads

(Continued from P. 1)

model, Jobs for America's Graduates, which has inspired the establishment of programs in 21 states. JMG operates in 17 Maine schools, including high schools in South Portland and Westbrook.

Gov. John McKernan, the national chairman, recently travelled to England, where interest is strong, to talk about successes in Maine.

"I really believe in the program because I've seen it work," says Melissa Milne, who coordinates Biddeford's program this year. (Last year's coordinator, Priscilla Parisian, was promoted to the state level.)

A student association, something like a student council, runs the program in each school. Community service is high on the agenda. Students statewide have set as their goal this year to provide at least 10,000 hours of community service.

Realizing that they have potential, and that they are needed in society, often turns around the students' attitude toward school, Milne says. She herself was a less-than-enthusiastic student at BHS in the class of 1987.

"I was kind of a high-spirited student. I had a lot of energy. I'd go skiing for a couple weeks instead of going to school," she says.

But a teacher at the high school re-focused her energies and she went on to graduate from Regis College in Massachusetts with a degree in psychology.

"I realized that I wanted to give that back to the students of today," she says. "The kids are basically the same as when I went to school. They just need someone to help them realize what potential they really have."

She matches up students' natural interests and capabilities with a career.

To prospective employers the program advertises its free pre-screening of applicants who are "cognizant of good work ethics and a respect for the dignity of work."

It relies heavily on the community for economic support and looks to local

hired as a temporary worker and became a permanent full-time employee about a month ago. "He's a good worker," Pinette says.

"Our hope here is for him to become trained to drive our trucks so he can be shifting from yard to delivery. We're also hoping for him to get his fork-lift license. These are all things we are going to be working on with him."

Chretien says JMG made him think harder about career choices.

"I didn't know what I was going to do when I got older, and I thought it would help," he says. And it did, he adds.

Among the most helpful class exercises, several of last year's graduates agree, were videotaped mock interviews and a practice interview at a business. Dumais interviewed at a bank.

"I got the nerves, and I got the sweaty palms, but I learned exactly what to do, how to act. That helped when I came here (to St. Joseph's Credit Union) to this interview. I was more sure of myself," she says.

After Joe Lerman, 19, entered JMG and was elected president of the student association, he made the honor role for the first time.

"I noticed a big difference academically," says his father, Carl Lerman. "Once he got involved in helping other kids, he started helping himself."

Joe Lerman takes time out from an interview at Master Satellite and Music Store, where he is a sales manager, to answer a portable phone. "Harmonicas? Yes, we do," he says into the receiver. "What key were you looking for?"

He says the store is offering a great deal on harmonicas. Snow flies in sheets past the window as he spells out directions. "Two sets of lights . . . Hang a right . . ."

"He's the star of Master Satellite and Music," says owner Raymond Gaudreau, coming out of the back room. "Something good came out of Biddeford High School," he notes with approval.

Lerman, who is also a disk jockey at radio station

JMG prepares students for work

By MIKE LANGE

Sentinel Correspondent

NEWPORT — Lucinda Berardi carefully passed out two sheets of paper to each student in Charlene Woodvine's third-grade class at Eastland Elementary School.

"We're going to make a fish," explained Berardi, "but we want it to have two sides. So we'll make one half on each page, then staple it together."

Carefully, the class sketched, cut and stapled their drawings. The artwork of painting and hanging the paper fish would wait for another day, but the presence of Berardi provided a brief respite for the teacher, and allowed a new line of communications to open. "You don't have a chance to see high school seniors up here that often," she told the Corinna children. "This way, you get to know us better, and we get to know you."

Berardi wants to be a teacher someday, and the Jobs for Maine Graduates (JMG) program at Nokomis may help her reach that goal. Next week, representatives of the 20 schools offering JMG programs in Maine will present a "check" to Governor John R. McKernan for a total of 10,000 hours of community service.

Berardi, the president of the Nokomis JMG class, hopes to present the school's individual check to the School Administrative District 48 Board of Directors on April 27.

So what makes JMG "tick" and why is the program considered one of the more successful alternative education programs? Since its inception in 1988, JMG has combined school-to-work transition programs, dropout prevention, career association and partnership between the educational and business communities. Nokomis JMG Dan Cyr says that he is especially proud of the fact that the graduation and placement rates of Maine high schools "far exceed the national average." In fact, Governor (John R.) McKernan is on the national board.

JMG is a senior-oriented program, although some schools may add a similar curriculum in the sophomore and junior years. Some students in the Nokomis JMG program admit that they've had discipline problems,



Sentinel photo by Mike Lange

Nokomis Regional High School senior Lucinda Berardi works with Eastland Elementary School third-grader Stephanie Waltman on a class project. Berardi is teaching a craft class as part of the school's Jobs for Maine Graduates community service program.

others have personal difficulties with their home life and some have been marginal performers scholastically.

Others say that they just needed "toning up" of basic skills to either go on to post-secondary education, or get a decent job.

The school-to-work transition assists youth not only in the classroom, but up to nine months after graduation. Career specialists provide follow-up services to insure that the new workers get on the "right track" with their new employers.

Berardi, who has also completed community service projects at other SAD 48 elementary schools, says that JMG has helped her value "leadership and time management."

She adds: "They are very important aspects of any career or post-secondary education."

One career path that has proven popular with JMG students is the military. Both Gabrielle Wallace and Matt McDougal will be in the U.S. Army after graduation; in fact, Wallace has already enlisted in the delayed-entry program for the military police and airborne school. "I think the JMG program has helped me focus on a specific career path and how I can achieve it. A lot of people don't realize that the military offers good educational benefits."

McDougal agrees with his classmate. "I think JMG lets you focus on skills that you need to get a

decent job after graduation, even if you don't choose to go to college or trade school," said McDougal. Like Wallace, he feels that the military "has a lot of advantages. It gets you in shape mentally and physically."

Berardi's post-secondary choice is Simmons College in Boston, where she plans to prepare for a career path as an elementary school teacher. Nevertheless, her short-term goal continued during the recent school week with more classroom visits to Corinna and St. Albans. Other students who have participated in the elementary program include Dan Guerrette Jr., Rich Grumbach, Ray Peterson, Randy Bemis, Stacey King, James Fletcher and Sandy Carpenter.

Jobs for Maine's Graduates:

Lewiston JMG chapter inducts 70 students

LEWISTON — Lewiston Regional Technical Center and Lewiston High School were hosts of a special evening celebrating the induction of 70 sophomore, junior and senior students in the Lewiston Jobs For Maine Graduates program.

For most of these students, this was their first experience in being involved in a club or school organization. More than 200 proud parents, family members, teachers, LRTC and LHS administrators, local business and community leaders watched as these students were inducted into the Lewiston Chapter of Jobs For Maine's Graduates.

The ceremony included a candlelight vigil, symbolizing hope and unity for these students and the country; student affirmations of commitment to the program; and a gift to the community from the students — a box of canned goods for the Good Shepherd Food Bank.

Guest speakers included LRTC director and champion of the JMG program at LRTC, Don Canina, who spoke of his vision of education in the '90s and beyond and the changes in education. He stressed the need for teaching communication, critical thinking and job-seeking skills in the schools and for the formation of partnerships between schools, businesses and the community, which JMG promotes with its curriculum.

Keynote speaker, Mayor James Howaniec, spoke of his days at Lewiston High School as an at-risk youth who was failing classes and on the verge of dropping out before turning his life around.

Teachers and job specialist's Linda Gallus and Mary J. Norbers reinforced their belief in their students, encouraging them to take risks, become leaders rather than followers and develop empathy and compassion toward their fellow human beings.

Susan Slows, state coordinator for JMG, initiated the members and officers into the National Jobs for America's Graduates Network saying that she made it through two recent back surgeries "because of your kids ... we do it all for the kids."



Lewiston High School senior Peter Berry works with Craig Dubuc in the vocational wing of the school during The Week of the Child, April 11-17, when Jobs for Maine's Graduates students conducted their first annual statewide community service project. As part of the project, Lewiston JMG students are teaching, helping and reading to 3- and 4-year-olds.

Community service helps students with self-esteem

LEWISTON — Jobs for Maine's Graduates is a model program designed to keep high school students in school through graduation and to render nine months of intensive assistance and follow-up after graduation to ensure student placement in quality jobs and encourage entry into post-secondary education.

Since its inception into Maine in 1989, Jobs for Maine's Graduates has expanded into 20 locations statewide and currently serves nearly 800 high school students. JMG receives support from the departments of Labor and Education, the state Legislature, local school districts and the private sector.

One of the cornerstones of this program is the concept of community service. JMG students, through their student-led organization, the JMG Career Association, have already provided countless hours of service to their local communities.

JMG students this year have set as their statewide goal to provide at least 10,000 community service hours to the people of Maine. Returning time, energy and enthusiasm to each student's local community, utilizing each chapter's gifts, not only benefits the communities but adds greatly to participating students' self esteem. The stu-

dents report they feel good when helping others.

JMG students held their first annual statewide community service project during the week of April 11-17, The Week of the Child. JMG students chose this week to direct their efforts towards worthwhile projects dedicated to the children of Maine and have chosen as this year's Youth Engaged in Service initiative the theme, "JMG For You and Me."

During National Volunteerism Week, April 19-23, each JMG site throughout Maine is presenting a community service check, symbolizing its local contributions to town mayors, selectmen and town council members.

Additionally, on Friday morning, JMG state officers, as well as JMG chapter Career Association presidents, representing all 20 JMG sites, will present Gov. John McKernan a check symbolizing the amount of JMG statewide community service hours they have accrued this year. The presentation will be held in Augusta at the Capitol Building.

For more information regarding the program, or how to get involved with the local chapter, call Jobs for Maine's Graduates Program at 287-3375.

JOBS FOR MAINE'S GRADUATES, INC.

A PARTNERSHIP BETWEEN THE PRIVATE AND PUBLIC SECTORS

Leaders from government, business, education and community service organizations are working together to help ensure that Maine's at-risk young people stay in school and gain the skills and motivation they need to graduate and find a quality job. In 1992 Governor John R. McKernan, Jr. and the State Legislature committed valuable resources to implement a school-to-work transition program in the State of Maine. This program - Jobs for Maine's Graduates (JMG) - is based on a nationally successful program called Jobs for America's Graduates (JAG).

JMG will become an educational not for profit corporation July 1, 1993 but is currently administered through the Department of Labor. The program is supported by public and private sector contributions and operates in twenty schools in seventeen communities throughout the state.

MEETING THE NEED

JMG seeks to provide Maine's young people with the motivation and skills they need to stay in school, graduate and to become productive citizens.

For half of America's youth, college is the bridge between high school and a career. For the non-college bound however, the bridge is often unemployment or underemployment.

JAG, which now operates in twenty-two states and serves 24,000 at-risk young people, was designed to meet the needs of these non-college bound students. The program focuses on helping them succeed in school and make a smooth transition into the workforce.

THE PROGRAM

- * The employment of "Job Specialists" at each high school who take responsibility for 20 to 40 students who are at risk of dropping out of school (OAP) not graduating and being unemployed.
- * Instruction provided through a four day a week credit class focusing on 37 employability competencies. These competencies were developed with private sector assistance to assure participants can meet workforce requirements upon graduation.
- * Student participation in the Maine Career Association, a highly motivational youth organization which helps students develop the self-confidence and leadership skills necessary to succeed in the workplace.
- * Provision of remediation and basic skills education drawn from available resources in the school and the community.
- * Intensive job development activities to secure employment opportunities that are related to participants' career interests.
- * Provision of nine months follow-up after graduation to support both students and employers during the early transition period.

POSITIVE RESULTS: HIGH STANDARDS

The success of the program is evaluated on the basis of meeting the performance standards as specified by the JAG Model and by those standards approved by the JAG Board of Directors. These standards include:

- * 90% of the seniors must graduate or receive their GED.
Class of 1991 98% graduation in Maine
- * Student participation in the Maine Career Association, a highly motivational youth organization which helps students develop the self-confidence and leadership skills necessary to succeed in the workplace.
- * Provision of remediation and basic skills education drawn from available resources in the school and the community.
- * Intensive job development activities to secure employment opportunities that are related to participants' career interests.
- * Provision of nine months follow-up after graduation to support both students and employers during the early transition period.
- * 80% of the seniors must be either on the job, in the military, or in post secondary education/training programs within nine months of the normal graduation period.
Class of 1991 achieved a 95% positive outcome in Maine.
- * 60% of the graduates must be on the job or in the military (75% of those placed on the job must be in full-time positions).
- * 70% of all non-seniors must return to school.

JMG, together with JAG, has implemented an extensive data collection and research analysis system to verify all aspects of performance. In addition, technical assistance and on-site monitoring is provided throughout the year to guarantee compliance with the model.

SUMMARY

By joining together, leaders from government, business, labor, education and the community are helping at risk students overcome barriers to graduation from high school. These students are being prepared with the skills, confidence, and knowledge they will need to be successful citizens.

Broad-based public and private sector support for this school to work transition model is a strong indication of its ability to deliver direct and measurable improvements in public education outcomes and youth employment.

Both sectors are now encouraged to be more directly involved in all aspects of the Jobs for Maine's Graduates program. Involvement can include membership on the Board of Directors, providing leadership and guidance to staff on financial and programmatic issues, serving as guest speakers during career association activities, and by considering JMG graduates for entry level employment.

JMG is working to integrate the program into Maine's education and economic development strategies in hopes of producing a trained and motivated workforce.

APPROVED

CHAPTER

JUN 15 '93

348

BY GOVERNOR

PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND NINETY-THREE

S.P. 509 - L.D. 1535

**An Act to Expand Opportunities for
School-to-work Transition Services Utilizing the Jobs for
Maine's Graduates Model**

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, the State needs a well-educated and skilled work force to be competitive in a changing and challenging global economy; and

Whereas, during the last 20 years, there has been a significant shift toward high-skilled jobs requiring education beyond high school and at minimum a high school diploma; and

Whereas, the United States of America is the only major industrialized nation that lacks a formal system to help youth make the transition from school to work or higher education; and

Whereas, the State must meet the challenge of ensuring a skilled work force by creating a formal program to facilitate this important transition; and

Whereas, Jobs for Maine's Graduates is a program currently providing those services in 20 high schools in this State, with more than 35 additional schools expressing an interest in this sort of program; and

Whereas, it is necessary to have school expansion sites, plans and local site selection occur by July 15, 1993, for these new sites to ensure training in model delivery; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSa c. 226 is enacted to read:

CHAPTER 226

JOBS FOR MAINE'S GRADUATES

§6901. Establishment

Jobs for Maine's Graduates, referred to in this chapter as the "corporation," is established to extend necessary dropout prevention and school-to-work transition services to schools and students throughout the State. The corporation shall carry out its purposes in coordination with the education and job training activities of the private sector, community and regional agencies and State Government.

The corporation is a private, nonprofit corporation with a public purpose under the United States Internal Revenue Code, Section 501(c)(3) and the exercise by the corporation of the powers conferred by this chapter is held to be an essential government function.

§6902. Duties

Jobs for Maine's Graduates is authorized and directed to provide services to the State and to quasi-public, public and private entities and to assist students in making the transition from school to work. The corporation shall:

1. Graduation. Help keep students in high school through graduation;

2. Quality jobs. Render 9 months of intensive assistance and follow-up activities to assure student placement in quality jobs with ample career opportunities;

3. Postsecondary education. Encourage students to pursue postsecondary education by assisting in securing appropriate part-time work to accompany that education;

4. Lifelong learning. Encourage lifelong learning by introducing students to the importance of skills training and

4. Meetings; quorum. The board of directors shall meet at least twice a year at the call of the chair to conduct its business and elect its officers. Additional meetings may be held as necessary to conduct the business of the board of directors and may be convened at the call of the chair or a majority of the board members. Sixteen members of the board constitute a quorum for all purposes.

§6904. General powers

Jobs for Maine's Graduates is empowered to:

1. Suit. Sue or be sued in its own name;
2. Application for and receipt of funds. Apply for and receive funds from any private source, foundation or governmental entity, whether by way of grant, donation, loan or any other manner;
3. Educational and school-to-work transition services; fees. Provide services to public or private entities to assist in job training and education efforts in the development of school-to-work transition services in the State and to charge fees for those services as it determines appropriate.
4. Real and personal property. Purchase, receive, hold, lease, acquire by foreclosure, operate, manage, license, sell, convey, transfer, grant or lease real and personal property together with those rights and privileges that may be incidental and appurtenant thereto and the use thereof, including, but not restricted to, any real or personal property acquired by the corporation from time to time in the satisfaction of debts or enforcement of obligations;
5. Expenditures and obligations regarding real and personal property. Make all expenditures and incur any obligations reasonably required in the exercise of sound business principles to secure possession of, preserve, maintain, insure and improve real and personal property and interests in that property acquired by the corporation;
6. Securities. Acquire, subscribe for, own, hold, sell, assign, transfer, mortgage or pledge the stock, shares, bonds, debentures, notes or other securities and evidences of interest in or indebtedness of any person, firm, corporation, joint stock company, partnership, association or trust, and, while the owner and holder thereof, exercise all the rights, powers and privileges of ownership, including the right to vote thereon;

7. Encumbrance of property. Mortgage, pledge or otherwise encumber any property right or thing of value acquired pursuant to the powers contained in subsection 4, 5 or 6 as security for the payment of any part of the purchase price of the property right or thing of value;

8. Contracts and liabilities. Make contracts, including contracts for services, and incur liabilities for any of the purposes authorized in those contracts;

9. Debt. Borrow money for any of the purposes authorized in this chapter, incur debt, including the power to issue its bonds, debentures, notes or other evidences of indebtedness, whether secured or unsecured; and secure the same by mortgage, pledge, deed of trust or other lien on its property, rights and privileges of every kind and nature, or any part thereof, or interest therein; and

10. Cooperation with agencies and organizations. Cooperate with governmental agencies, the University of Maine System and the Maine Technical College System; and cooperate, assist and otherwise encourage organizations, local or regional, private or public, in the communities of the State in the promotion, assistance and development of school-to-work transition systems, youth apprenticeship and job training systems in communities and the State.

§6905. Adoption of bylaws

The corporation shall adopt bylaws consistent with this chapter for the governance of its affairs and has the general powers accorded corporations under Title 13-A, section 202. The corporation shall do all things necessary or convenient to carry out the lawful purposes of the corporation under this chapter.

§6906. Limitation of powers

The corporation may not enter into contracts, obligations or commitments of any kind on behalf of the State or any of its agencies, nor may it have the power of eminent domain or any other power not provided to business corporations generally. Bonds, notes and other evidences of indebtedness of the corporation may not in any way be a debt or liability of the State or constitute a pledge of the faith and credit of the State.

§6907. Liability of officers, directors and employees

All officers, directors, employees and other agents of the corporation entrusted with the custody of the securities of the corporation or authorized to disburse the funds of the

corporation must be bonded, either by a blanket bond or by individual bonds, with a surety bond or bonds with a minimum limitation of \$100,000 coverage for each person covered, conditioned upon the faithful performance of duties, the premiums for which are paid out of the assets of the corporation.

§6908. Prohibited interests of officers, directors and employees

Officers, directors or employees of the corporation or their spouses or dependent children may not receive any direct personal benefit from the activities of the corporation in assisting any private entity. This provision does not prohibit corporations or other entities with which an officer or director is associated by reasons of ownership or employment from participating in school-to-work transition activities of the corporation, provided that the ownership or employment is made known to the board of directors and, if applicable, the officer or director abstains from voting on matters relating to that participation.

§6909. Donations to the State

The State, through the Office of the Governor, may accept donations, bequests, devises, grants or other interests of any nature on behalf of Jobs for Maine's Graduates and transfer those funds, property or other interests to the corporation.

§6910. Annual report

The corporation shall provide an annual report of its activities to the Governor; to the joint standing committees of the Legislature having jurisdiction over education and labor and skills training matters; and to the schools participating in the program. The corporation is subject to any audit and review determined necessary by the Governor or the Legislative Council at the expense of the State.

§6911. General conditions; dissolution

The Jobs for Maine's Graduates shall operate as a nonprofit organization consistent with its composition and broad public purposes. The following conditions apply to the operation or dissolution of the corporation.

1. Net earnings. No part of the net earnings of the corporation may inure to the benefit of any officer, director or employee except that the corporation may pay reasonable compensation for services rendered and otherwise hold, manage and dispose of its property in furtherance of the purposes of the corporation.

2. Dissolution. Upon dissolution of the corporation, the dissolved corporation shall transfer all unexpended General Fund appropriations to the State before paying or making provision for the payment of all other liabilities.

§6912. Liberal construction

This chapter may be construed liberally to effect the interest and purpose of the corporation for an improved and expanded school-to-work and skills training system in the State and may be broadly interpreted to effect the corporation's intent and purpose and not as a limitation of powers.

Emergency clause. In view of the emergency cited in the preamble, this Act takes effect when approved.



Jobs for Maine Graduates, Inc.
 Suite 200, 200 Maine Ave.
 Farmingdale, Me. 04344
 207-582-9824

FAX TRANSMITTAL COVER

TO: Office for Domestic Policy DATE: 11/10/93
 ATTENTION: Ms. Rosalyn Miller Fax # (202) 456-2878
 FROM: Stephanie Parisien
 NUMBER OF PAGES TO FOLLOW: 1

IF YOU DO NOT RECEIVE THE NUMBER OF PAGES INDICATED, PLEASE PHONE AT ONCE.

Rosalyn, I apologize for the
delay in sending this to you. The
following is a list of students and
Job Specialists who participated in
the welcoming event for Carol
during her trip to Maine on
Oct 27 and 28. Should you have
questions, please call. Thank you!
P.S. Press photos of Carol with the
students will be forthcoming!

Site: Edward Little School Department
 Auburn Heights
 Auburn, Maine 04210
 Tel. (207)783-8528
 Fax (207)784-2969

School to Work Program: Specialist, John Cook
 Students: Jennifer Labonte, Heather Blackwood,
 Melissa Moreau, Rob Hemond, Justin Ouellette.

Melissa Moreau, Rob Hermond, Justin Ouellette.

Opportunity Awareness Program: Specialist, Rob Beverage.

Students: Aaron Trundy, Jeanie Castonguay, Andrea Moody, Jessica Sirois, Amy Stevens.

Site: Lewiston Regional Technical Center
156 East Avenue
Lewiston, Maine 04240
Tel. (207)795-4144
Fax (207)795-4147

Opportunity Awareness Program:

Specialist: Ms. Mary Norbert

Students: Ebony Doucette, Christy Spracklen,
Angie Ducharme, Kelly Madore, Christine Longley.

Specialist: Ms. Angie Richards

Students: Kiaya Quimby, Stephanie Lepine, Alison
Goodwin, John Mathon, Marcus Verrill, Kevin Towle.

School to Work Program: Specialist, Dick Leavitt

Students: Tabitha White, Chris Marcoux, Ian Teague,
Naomi Smith, Amy Giguere, Nicole Lavoie.



BlueCross BlueShield
of Maine

2 Gannett Drive, South Portland, Maine 04106-6911
(207) 822-7000
Facsimile: (207) 822-7350

NOV - 8 REC'D

ANDREW W. GREENE
*President and
Chief Executive Officer*
(207) 822-7050

November 2, 1993

Ms. Carol H. Rasco
Assistant to the President for Domestic Policy
The White House
Washington, DC 20500

Dear Carol:

This is just a short note to let you know how much we in Maine appreciated your visit of last week. The President's genuine interest in the Maine Youth Apprenticeship Program, underscored by your presence here, means a great deal to all those touched by the program, whether students, parents, teachers or businesses.

If there is anything that we can do to be of further assistance to you in this regard, or on any other matter, please feel free to let me know directly. Again, thank you very much.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Andrew W. Greene".

Andrew W. Greene

/jmc

c: Governor John R. McKernan, Jr.



Jobs for America's Graduates, Inc.

NOV 3 1993 REC'D

CHAIRMAN

The Honorable John R. McKernan, Jr.
Governor
State of Maine

CHAIRMAN EXECUTIVE COMMITTEE

The Honorable Charles S. Robb
U.S. Senator
State of Virginia

PRESIDENT

Mr. Kenneth M. Smith
Chairman and CEO
International Management &
Development Group, Ltd.

TREASURER

Mrs. Carolyn Warner
Carolyn Warner & Associates

SECRETARY

Dr. John (Ted) Sandars
Superintendent of Public Instruction
Ohio Department of Education

MEMBERS

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The Anderson Group
- Mr. Michael M. Arnold
Director of Investor Relations
AFL-CIO Investment Trusts
- Mr. Ralph Barrow
Retired President
Jobs for Delaware Graduates
- Mr. Lindan S. Blue
CEO & Vice Chairman
General Atomics
- The Honorable Christopher S. Bond
U.S. Senator
State of Missouri
- Mr. David Chew
Vice President for Corporate Issues
Aetna Casualty & Surety Company
- The Honorable James G. Collins
Attorney at Law
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Vice Chairman
Siemens Corporation
- Mr. Frank P. Doyle
Senior Vice President
General Electric Company
- Mrs. Julie Nixon Eisenhower
Author
- The Honorable Alexander A. Farrelly
Governor
U.S. Virgin Islands
- Mr. William Gray
President
United Negro College Fund
- The Honorable Judd Gregg
Governor
State of New Hampshire
- Dr. Benjamin L. Hooks
Executive Director
NAACP
- The Honorable James M. Jaffords
U.S. Senator
State of Vermont
- Dr. William B. Keene
Superintendent Emeritus, Delaware
Department of Public Instruction
- Mr. Timothy D. Leuliette
President & CEO
ITT Automotive
- Ms. Patricia Matson
Vice President
Corporate Communications
Capital Cities/ABC, Inc.
- Ms. Catherine B. McKee
Vice President and Director of
Environmental and External Affairs
Motorola Government
Electronics Group
- The Honorable M. Pater McPherson
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Bank of America
- The Honorable Zali Miller
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State of Georgia
- Mr. H. K. Ranftle
Director of Education
Management and Executive
Development
IBM Corporation
- Mr. Steve Robert
Chairman and CEO
Oppenheimer & Co., Inc.
- The Honorable Stan Stephens
Governor
State of Montana
- Mr. O. F. Wenzler
Vice President
Johnson & Johnson
- The Honorable Pete Wilson
Governor
State of California
- Mr. Raul Yzaguirre
President
National Council of La Raza

November 2, 1993

Carol Rasco
Assistant to the President for Domestic Policy
Old Executive Office Building
17th Street & Pennsylvania Ave., N.W.
Washington, DC 20500

Dear Carol:

Thank you so much! As I hope you could tell from the faces you saw, your visit to Maine was very valuable to our national organization, to Jobs for Maine's Graduates, to Governor McKernan and everyone else who makes the program possible but, most of all to the young people themselves. They clearly knew that President Clinton had someone at his side who understood them and cared about their future.

I was also pleased with your remarks at the luncheon. You left a lasting impression on those who serve the Jobs for Maine's Graduates Board of Directors.


I am enclosing copies of some articles that appeared in the Maine papers the day after the meeting. As you can see, you even impressed the hardened reporters there!

Separately, I will be sending some of Governor McKernan's and my thoughts on a possible event with President Clinton, and our request for the president to do a one-minute introduction in our national presentation video.

Your commitment of such a large part of your time to see the young people, the staff, and the leaders of this organization in Maine—reflecting similar organizations in 21 other states around the country—is deeply and genuinely appreciated.

Thanks again.

Best regards,


Kenneth M. Smith
President

Enclosures

kms559.93j

LEGAL COUNSEL

Mr. Stanton D. Anderson
Anderson, Hibey, Nauheim & Blair



Associated Press

Kent Smith, president of Jobs for America's Graduates, and Carol Hampton Rasco, center, special adviser to President Clinton, display blankets presented to them Thursday by Edward Little High School students. Looking on is Heather Blackwood, an Edward Little student.

Clinton aide hails school-to-work

● Carol Rasco is impressed with the Jobs for Maine's Graduates program that is operating in 32 schools.

Associated Press

AUGUSTA — President Clinton's chief domestic policy adviser visited Maine on Thursday to laud a state school-to-work program that helps youths who enter the work force immediately after high school.

"You in Maine are charting a course for us," Carol Hampton Rasco told a luncheon meeting of the directors of the Jobs for Maine's Graduates program.

Rasco said she was impressed by the young Mainers who told her how the Jobs for Maine's Graduates program had built up their self-esteem

and helped them succeed in the workplace.

She compared the program to her favorite grandmother, who through unorthodox methods "showed me a real love of learning from a practical standpoint." She said public policies must be designed to empower every child to develop his or her fullest potential.

"What I have seen here in the past several hours is what it's all about," said Rasco, who toured program sites in Lewiston before her speech to the JMG board in Augusta.

Susan Shows, the president of the Maine program, said it is aimed at

"What I have seen here in the past several hours is what it's all about."

Carol Rasco,
presidential adviser

"the invisible 50 percent" of students who neither excel at school nor get into trouble. More than 1,200 students are enrolled across Maine this year.

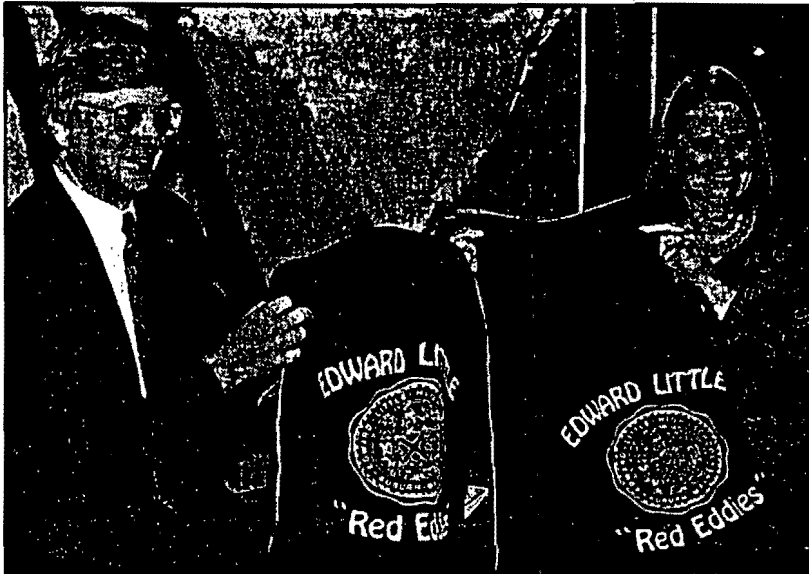
The program, which operates on an annual budget of \$1.5 million from federal, state and local governments, is operating in 32 high schools "from

Caribou to Biddeford, and Calais to Oxford Hills." Shows said.

Specialists at each site work with students in their senior year in high school, helping them develop leadership, job-hunting and social skills that are valuable in getting a job and advancing in the workplace. They also work with the youths for 18 months after graduation, providing job-placement help and other assistance once they have landed jobs, Shows added.

"It really does, I think, give kids a second chance," Gov. John R. McKernan told the program's directors at the luncheon.

The program also includes a dropout-prevention program aimed at students in the ninth through 12th grades.



MAURICE LEVASSEUR/Sun-Journal

Kent Smith, president of Jobs for America's Graduates, and Carol Hampton Rasco, domestic policy adviser to President Clinton, display blankets they received from Edward Little High School students at Lewiston Regional Technical Center Thursday.

Presidential adviser visits local program

By DIANNE FULLER
Special to the Sun-Journal

LEWISTON — The Jobs for Maine Graduates program makes a difference in the lives of the students it touches, according to Carol Rasco, domestic policy adviser to President Clinton. That's the message she gave during a visit Thursday morning to the Lewiston Regional Technical Center on East Avenue.

Rasco's stop in Lewiston was part of a visit to Maine to highlight the successful incorporation of Jobs for Maine Graduates, a statewide school-to-work transition network created earlier this year by Gov. John R. McKernan and the Legislature.

The jobs program is one of 22 nationwide that tie in to the Jobs for America's Graduates operation, for which McKernan is the honorary national chairman.

Sen. Jim Handy, Susan Shows, JMG executive director; and Kent Smith, president of Jobs for America's Graduates, accompanied Rasco.

The goal of the program is to keep students in school, equip them with life skills they will need for quality employment and help them to find that employment.

Locally the program operates at both Lewiston and Edward Little high schools and 11 students from the two institutions were on hand to

welcome Rasco. Speaking with each of them, she asked how JMG had impacted them and what their future plans were.

Students emphasized JMG teaches them how to work together in a cooperative effort and to deal effectively with all kinds of people. Jennifer Labonte of Edward Little and president of the Career Association there said, "It helps you deal with situations at work that no one tells you about. You learn how to work with difficult people."

The room in which the meeting took place featured walls that were covered with colorful murals — produced by the students in the program and bearing their names. It, too, was part of the JMG's curriculum. Amy Giguere of Lewiston High explained, "Each class got a wall to paint. We had to cooperate on the idea and work together."

The program is actually a two-pronged one. Sophomores and juniors can enter the Opportunity Awareness Program, seniors then go on to the School-to-Work Program. Students enrolled spend about half of their school day in the program. They receive English, math, and history instruction from a core group of teachers.

Because EL and Lewiston are working cooperatively on this the

"We sit in Washington, D.C., and talk about education policies but there are faces behind the policies and it's nice to meet the faces."

— Carol Hampton Rasco

teachers travel between the two schools. Ann Norbert teaches English, Rob Beverage is the math instructor and Angie Richards provides the history instruction.

The cooperative Lewiston-Auburn arrangement is unique and makes it a national test site.

In addition to academics, the students are also taught about life issues, values clarification and career planning. Confidence building seems to be a key issue here. Jennifer Labonte spoke of this when she said, "I needed it and when I joined this program, I got it."

OAP is a nine-month program, but JMG is an 18-month operation. After the student graduates, contact is continued for nine months to assure that goals are being met. Dick Leavitt is in charge of the program at Lewiston and his counterpart at EL is John Cook.

Community service is also a part of JMG. This year Lewiston has logged close to 200 hours participating in a blood drive, collecting for the food bank and sponsoring the Halloween party to be held in the Multi-Purpose Center this week.

EL student Justin Ouellette said it's an important aspect of JMG. "It gives the school a good reputation if people see you helping others."

Last year Edward Little graduated 33 out of 38 enrollees in JMG. At Lewiston it was 38 of 40.

Rasco told the students she was there because, "We sit in Washington, D.C., and talk about education policies but there are faces behind the policies and it's nice to meet the faces."

Tabatha White is president of Lewiston High's Career Association (all JMG students become members of this) and last year's president of the state level of OAP. She currently works at Dunkin Donuts but upon graduation plans to become a registered nurse through Central Maine Medical Center. Like many of the program's participants her goals, once hazy, are now high.

Her confident and articulate manner underscore her words when she says of JMG, "I got a lot of confidence, I believe in myself more."

Clinton aide praises Maine youth program

By KARLENE K. HALE
Staff Writer

AUGUSTA — Carol Rasco, domestic adviser to President Clinton, came to Maine Thursday to praise the state for programs that polish students for the workplace.

"Maine is a leader. You have shown us a way to make a difference," Rasco told the board of directors of the Jobs For Maine's Graduates program.

The jobs program was started in 1992 as a vehicle for

keeping potential dropouts in school and preparing them for the workforce.

Rasco, who advises the president on a number of issues, including health care and crime, first worked with Clinton when he was governor of Arkansas.

Thursday, she was speaking for education, particularly the Jobs for America's Graduates, the national counterpart to Maine's jobs program. Gov. John McKernan is chairman of the national program.

Jobs for Maine's Graduates was honored this week by the National Alliance of Business for being the top school-to-work plan in the country.

Rasco said it's time the country started paying attention to students who often are overlooked in school.

"We've devalued students who are not college-bound, who don't study enough, who don't work up to their potential," Rasco told the luncheon meeting at Key Bank Plaza in downtown Augusta.

That devaluation, she said, can be lethal, causing students to lose confidence and faith in themselves.

"Too often we look at the human being in bits and pieces, and not at the whole person," Rasco said.

Maine's jobs program is open to students in grades 9-12, primarily those in vocational-technical education.

It is not a co-op or work-study program, whereby students go to school part-time, then spend the rest of the day working.

Instead, it stresses career exploration, leadership development, and awareness of opportunities. In their senior year, students can do job shadowing or other hands-on application of practical skills.

They also learn how to write resumes, present themselves well at an interview, and how to be productive workers once they get jobs. The program also follows students through the first nine months of employment.



KJ/DAMON

CAROL RASCO

'... we've devalued students'

In Grades 10 and 11, Jobs for Maine's Graduates focuses mostly on keeping kids in school, by telling them about opportunities in college, technical school, the workforce or the military.

Writing, reading and mathematics also are stressed for students preparing for the workforce, and there is a community service component to the program.

The criteria for the program is specific, but broad. Students considered to be at risk of failing or dropping out of school because of low-income, single-parent homes, or other factors are eligible.

There are 34 programs statewide with more than 1,100 students enrolled. The high school graduation rate for the students is 97 percent.

Rasco listed a number of characteristics that all school-to-work programs should incorporate.

The two most important are preparation for work and further learning after high school, she said.

"And students should be expected to meet high academic and skill standards," she said.

Student programs also should be prepare teens for changes in the workplace, she said.

Employers and students should feel that they have "ownership" in jobs programs, she said.

Rasco also said there should be national goals for such projects, but that states and localities must be given flexibility in carrying out the guidelines.

Rasco also called for a National Youth Apprenticeship Program in which students are prepared for a craft or trade by working with experts during high school.

McKernan called the Jobs for Maine's Graduates Program one of the most important pieces of his administration.

McKernan said just preparing young people for work is not enough. "We have seen that it is

more and more difficult to place students in quality jobs. The needs of employers are higher," the governor told those at the luncheon.

More substantive skills can be acquired through Maine's Youth Apprenticeship Program, he said.

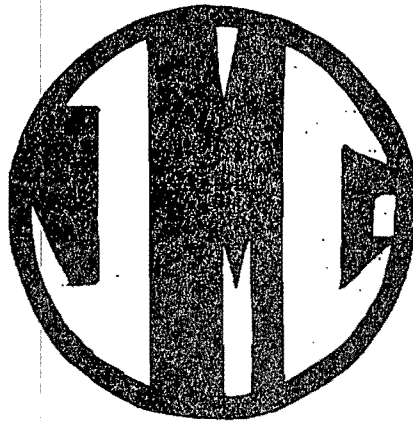
Rasco said the whole thrust of school-to-work plans is the enrichment of children.

"I want to be able to look my own two children in the eye and say, 'I did my very best. I did my best to seize the moment,'" she said.

Rasco earlier visited Portland and Lewiston, touring job sites and talking with students.

EDWARD LITTLE HIGH SCHOOL

2ND ANNUAL
INITIATION
AND
INSTALLATION CEREMONY



THEME

Life is what you make of it,
not what you think of it.

Introduction: Mr. John Cook

Introduction of Members and Officers
Mr. Dan Cifelli and Mr. Paul Lodge

Jennifer Labonte

National Anthem

Welcome from Mr. Miller

Introduction of Priscilla Parisien: Wanda Weymouth

Membership Pledge

Officer's Pledge

Candlelight Ceremony

Guest Speaker: Mr. David Eretzian - Character

Introduction of Guests

Flag Ceremony

Closing Remarks

Respect
Responsible
Accountable

NEW JOBS FOR MAINE'S GRADUATES

SENIOR PROGRAM

PARTICIPANTS FOR FALL 1993

(TENTATIVE)

Tim M. Bellmore

Rob Bissonette

Heather Blackwood

Tina Bourget

Guy Childs

Tricia Cyr

Malissa Desrochers

Angela Dow

Karin Dudra

Peter Dumond

Laurie French

Robert Hemond

Ron Hutchinson

Steve Kilton

Shawn Labbe

Jen Labonte

Jennifer Lambert

Jesse Lavoie

Jessica Lavoie

Colby Major

Charndra Michaud

Todd Miller

Melissa Moreau

Neil Morrill

Eric Morrison

Justin Ouellette

Tim Paradis

Carrie Pinard

Becky Piper

Shannon Rice

Alison Sargent

Donald Smartt

Tammy Smith

Alicia Stacey

Carrie Suveges

Larry Tremblay

Jason Trottier

Melissa Witham

Wanda Weymouth

JUNIORS

Cory Belanger
Jeanle Castonguay
Selina Doyon
Dennis Gagne
Nick Gagnon
David Hazelton
Candace Hodsdon
Kristy Labonte
Amy Langley
Shawn Leone
Andrea Moody
Justin Pettengil
Brian Pomerleau
Heather Ring
Paul Roberts
Aaron Shaw
Robin St.Cyr
Annie Travers
Aaron Trundy
Rebecca Williamson


SOPHOMORES

Billie Jo Choate
Scott Durgin
John Files
Corey Gagne
Valerie Girardin
Josh Hart
Kimberly Johnson
Corey Lamontagne
Ricky Lavoie
Michelle Morris
Joel Poliquin
Jessica Sirois
Amy Stevens
Timothy Walsh



PSMP

PRECISION SCREW MACHINE PRODUCTS INC.

SUBSIDIARY
 VALVE CO.

FOUNDED 1960

NOV 5 REC'D

NOV 5 REC'D

November 2, 1993

Ms. Carol H. Rasco
Domestic Policy Advisor
2nd Floor, West Wing
The White House
Washington, D.C. 20500

SUBJECT: Your recent visit to Maine.

Dear Ms. Rasco,

I must write to thank you for coming to Maine and spending your valuable time looking at the Jobs For Maines Graduates Program. After listening to your kind words about our State and the young people in our program I know you will not forget their faces.

As chairman of JMG I find it very comforting to know that we are part of a greater initiative at the Federal level of our Government. We can not and must not forget those of our young people who through no fault of their own have fallen between the cracks with respect to an education and job skills. I find this even more apropos after listening to President Clinton speak to the employees of Gillette in Boston regarding NAFTA and how the face of work has changed.

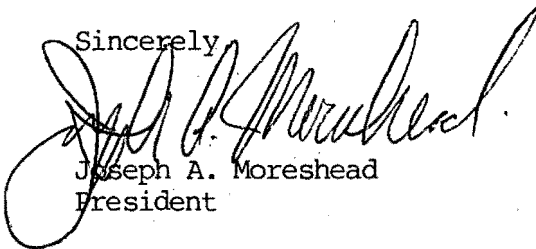
As an employer, my small manufacturing company serves as a microcosm of how things are being done in the manufacturing environment of today and the future. We have computers talking to other computers. Software programs writing programs for others computers that are attached to state of the art machine tools. This technological revolution has happened in our company in just over the last 7 years. The rate of change is sometimes mind numbing. I need employees who are open to change and even embrace it. They must have the proper job skills that will insure a prosperous future for all.

This is why we need to invest in school to work transition programs such as the Jobs For Maines Graduates Program. This program works. If that sounds like an over simplification it is. However, give me a young person with an "I CAN" attitude, such as those produced in our JMG kids, and we will always be the best as individuals and as a nation.

Again, on behalf of the board, staff and more importantly our JMG young people I thank you for your visit.

If I can ever be of any service to you please do not hesitate to contact me.

Sincerely

A handwritten signature in black ink, appearing to read "Joseph A. Moreshead". The signature is written in a cursive style with a large initial "J".

Joseph A. Moreshead
President

CC: Susan Shows/Executive Director JMG

JM/lap