



OFFICE OF THE PRESIDENT
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To: Governor Janet T. Mills
Members of the Joint Standing Committee on Education and Cultural Affairs
Members of the Joint Standing Committee on Appropriations and Financial Affairs
From: Joyce Maker, Chair, Board of Trustees, Maine Community College System
On behalf of the Maine Community College System Board of Trustees
RE: Board of Trustees Annual Report
Date: January 1, 2023

Introduction:

Please accept this report on behalf of the Maine Community College System (MCCS) Board of Trustees. Each year, to comply with Maine Statute, **Title 20-A, Chapter 431 §12718** (Appendix A) the Board of Trustees shall provide the information contained in this report.

This reporting requirement was created in 1985 and remains to this day. However, multiple reports have been required by legislation in the intervening decades. In order to streamline this report process, we have included other reports as appendices rather than restating duplicative information.

The MCCS Board of Trustees is very proud of how the faculty, adjunct faculty, and staff at Maine’s community colleges have met the new Free College initiative with enthusiasm, incredibly hard work and empathy towards this new group of students. Many of these students hadn’t previously planned to attend college and need unprecedented support. The ensuing 12% systemwide increase in enrollment has given new life to our campuses. Our short-term workforce training enrollment is also strong, boosted by the year-ago launch of the Harold Alfond Center for the Advancement of Maine’s Workforce. The increased capacity afforded by the Maine Jobs and Recovery Program, Maine Quality Center funding and private support has allowed us to serve hundreds more Maine businesses and upskill thousands of Maine workers. The impressive work of the Harold Alfond Center is outlined in Appendix F. Maine’s future, and that of MCCS holds some challenges, but we feel that with appropriate support our community can rise. We are pleased to provide Maine policymakers with this information and hope that you will contact us if you have any questions.

Budget Information:

Attached to this report (Appendix B) are MCCS audited financial statements that include FY2021 and FY2022. Also attached (Appendix C) is the MCCS estimated FY2023 budget.

The distribution of expenses by functional area has shifted over the last two years. Instruction and academic support accounted for 42 percent of the operating expenditures in 2022. Most functional areas experienced increases except for a decrease of 2.3 percent in instruction and 6.9 percent in institutional support. The decrease in expense is from 2021 inflated spending for remote learning supports. Auxiliary enterprises saw a 44 percent increase, due to the return of dorm occupancy and the number of students living and eating on campus. Student aid increased \$12.2 million due to Higher Education Emergency Relief Funds (HEERF) student emergency aid disbursed in response to the COVID-19 pandemic.

In July 2021 the Maine State Legislature approved the Maine Jobs and Recovery Plan (MJRP). LD1733 included \$35 million in one-time American Rescue Plan Act federal funding under State and Local Fiscal Recovery Funds for MCCA workforce development initiatives to provide training for 8,500 Maine residents in the following targeted industry sectors: Healthcare, The Green Economy, Manufacturing, Hospitality, Education, Computer Technology, and the trades. In FY22 sixty-three training programs representing \$8.5M in funding commitments were submitted. A total of over 2,700 seats were available in these programs which started in FY22. Additional training opportunities continue to be developed for completion under this funding throughout the grant award period, which ends December 2024.

The supplemental budget included \$2.5 million in ongoing allocation to MCCA for expansion of the nursing programs across the state beginning in FY23. The \$2.5 million is being matched by healthcare providers MaineHealth and Northern Light Health. This allows Maine's community colleges to double the number of nursing program graduates from approximately 240 people per year to 480 people per year. These funds are a significant investment in addressing the nursing shortage in Maine.

COVID-19 had a profound impact on public health and the economy. As Maine begins to work toward an economic recovery, the significant need for the training and education provided by Maine's community colleges has never been more apparent.

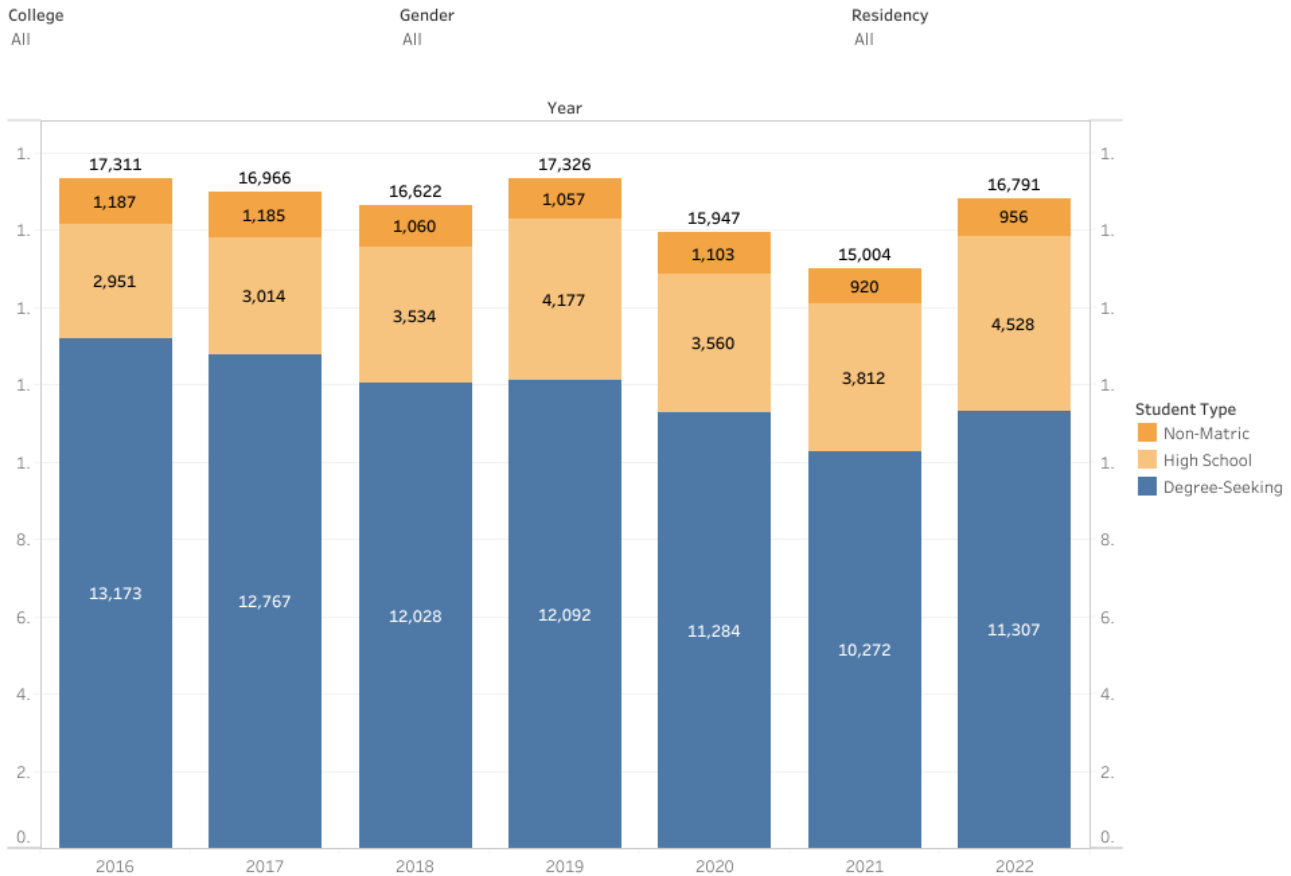
Current Enrollment

After transitioning from technical to community colleges in 2003, enrollment systemwide grew to an all-time high of 17,911 students in 2011, a 76.9 percent increase. This reflected a nationwide trend: college enrollment peaked in 2010, largely due to the impact of the Great Recession of 2008.

At MCCA, the enrollment growth was also boosted by the expanded mission of the institutions with more students enrolling in liberal studies programs and taking advantage of new transfer agreements to four-year institutions.

However, since 2010, college enrollment nationwide has declined. In Maine, the decline was also exacerbated by the state's demographics – fewer students are graduating from Maine high schools – and a strong job market. The COVID pandemic led to a new reality as most colleges and universities closed their campuses in the spring of 2020 and then reopened that fall in primarily remote modalities. When academic year 2021-22 began, enrollments were still down from pre-pandemic highs and the supports needed for students were greater.

In February 2022, Governor Mills announced a Free College initiative for Maine high school graduates from the classes of 2020-2023. Anyone graduating from high school or receiving a high school equivalency during those years is eligible for free tuition and mandatory fees at any of Maine's seven community colleges to pursue an associate degree or certificate program. This initiative was approved by the legislature in April 2022 and became law. Although the program is only in its first semester, we have seen strong initial results. All institutions of higher education are required, by the federal government, to take a snapshot of enrollment on the same date, October 15, each year. MCCA's enrollment on October 15, 2022 was 16,791, a 12% increase over 2021.



In addition, to improve the pipeline from high school to college and provide education and training to more Mainers, we have worked with the state Department of Education to expand our dual and concurrent enrollment program, which now accounts for 27% percent of our enrollment. Specific information about individual programs and their enrollment numbers is attached (Appendix D). It is important to note that the data in Appendix D only covers our for-credit programs. In total, MCCS serves more than 29,000 people a year through a broad range of two-year degree programs, one-year certificate programs, advanced certificates, continuing education, and short-term workforce training courses that take between a few weeks and less than a year to complete.

New Courses or Curricula

One of the primary responsibilities of the Board of Trustees is to approve the addition or discontinuation of programs at the colleges. The Education subcommittee of the Board meets with program directors, deans, and others to ascertain which programs should be expanded or discontinued and to approve new programs of study. The colleges are required to demonstrate that the program will fill an occupational need, will benefit the students participating in the program, and fits with the mission of the college. Since November 2021, the Board has approved the development of the following programs and certificates:

2021	November	Certificate Program	WCCC	Human Services A.A.S. - Substance Use and Recovery Certificate
2021	November	New Program	YCCC	Electrical Technology Certificate
2021	November	Certificate Program	EMCC	Education A.A.S. - Career & Technical Educators Certificate
2022	February	Certificate Program	CMCC	Human Services A.A.S. - Human Services Certificate
2022	February	Certificate Program	WCCC	Liberal Studies A.A.S. - Health Occupations Certificate
2022	March	Certificate Program	YCCC	Business Administration - Finance A.A.S. - Financial Planning Certificate
2022	June	Certificate Program	SMCC	Nursing A.S. - LPN Certificate
2022	June	Intent to Plan	KVCC	Accounting A.A.S.
2022	August	New Certificate	NMCC	Career Studies: Allied Healthcare Certificate
2022	August	New Certificate	NMCC	Medical Assisting Certificate
2022	November	New Program	CMCC	Psychology AA

Postsecondary, CTE, Adult Ed and Job training Coordination

Maine’s community colleges partner across the state with secondary education, adult education, other institutions of higher education, employers, and state agencies. Without our partners, we would not be able to serve our students, or fulfill our mission.

We report annually to the legislature on many of these activities in other reports. Attached to this report is the 2021 Higher Education Coordinating Committee report (Appendix E) and the Maine Quality Center report (Appendix F). The 2022 Higher Education Coordinating Committee report is due to the legislature in February 2023.

In addition to guaranteed transfer agreements with the University of Maine System colleges, Maine’s community colleges also have numerous articulation agreements and MOUs with private colleges both in and outside of Maine. Below is a representative sample of these collaborations, but is not an exhaustive list:

- **CMCC:** Articulation/transfer agreements or advising guides with Harrisburg, Husson, MCHP, Maine Maritime, Northeastern University/College of Professional Studies, Purdue University Global, St. Joseph’s College, Southern New Hampshire University and University of New England
- **EMCC:** EMCC has 25 transfer agreements with Husson University involving 18 programs. EMCC also has transfer agreements with St. Joseph’s College of Maine and Thomas College.

- **KVCC:** KVCC collaborates with Vassar and has articulation agreements with Husson University and St. Joseph's College of Maine.
- **NMCC:** NMCC is one of 3 AHEC centers in Maine and is a sub-awardee of federal funding granted to the Maine Area Health Education Center (AHEC) at the University of New England. NMCC also has an articulation agreement with Thomas College and Husson University.
- **SMCC:** SMCC currently works with Bowdoin to identify students who would be a good fit to matriculate there upon graduation from SMCC. Smith College also comes to campus to meet with prospective students and has supported several over the past few years with full tuition and board scholarships. SMCC also has articulations with UNE, St. Joseph's College of Maine, Husson, SNHU, Purdue Global, Maine College of Art, New Hampshire Art Institute, and Colby- Sawyer.
- **WCCC:** WCCC has articulation agreements with Husson, New England School of Business and University of New England.
- **YCCC:** YCCC has multiple articulation agreements with Southern New Hampshire University, Northeastern University, University of New England, St. Joseph's College, Unity College, University of Massachusetts Lowell and offers a course-by-course transfer guide for Husson.

In addition to our collaboration with like institutions, we would like to highlight some of our work with secondary schools and the Maine Department of Education.

- **Professional Development in Skilled Trades/CTE:** The Maine Community College System has been actively involved in supporting professional development for CTE staff statewide. A staff member from the MCCS sits on the Professional Development Committee of the CTE Directors Association, which plans and delivers both the annual fall conference and spring trade specific gatherings. For the past four years, Maine community college faculty have participated in these activities, ensuring that secondary and college instructors are aware of industry trends and best practices while also strengthening the connection between the CTE and college programs.
- **Career Paths through CTE Early College:** As the MCCS develops robust career pathways statewide, CTEs is an integral partner. Three colleges have already built regional paths in which CTE students are able to earn career path credentials through early college opportunities. The goal is to build career pathways that can be scaled across the state and to have every CTE offer at least one college credential to CTE students within three years. The first statewide pathways offered are Health Sciences, Business, and Electrical. Three colleges have had success offering the following pathways: KVCC – Health Science Certificate; EMCC – Business Management, Automotive Technology, Computer Technology – Coding and Computer Technology- Networking; and YCCC - Mechanical Drafting & Design Certificate. Community college certificates are credentials of value in industry and generally equal the first year of an Associate degree.
- **MCCS and Department of Education:** Academic Collaboration. Because of the strong relationship between the MCCS and the Maine DOE, Maine was invited to participate in the national *Launch Years Initiative*. This is a national movement led by the Dana Center at the University of Texas at Austin which “supports the scaling of mathematics pathways from high school through postsecondary education and into the workplace, aligned to students' goals and aspirations.” Over the next three years, MCCS and MDOE will be working

together to help colleges and secondary schools make math more relevant and meaningful for students and to their career paths.

- **MCCS and Department of Education, Career & Technical Collaboration:** The MCCS and the MDOE have signed a three-year MOU which documents our shared commitment to building pathways through dual and concurrent enrollment and researching the success and program choice of students who start at a Maine CTE and continue to a Maine community college. Sharing this data will help guide our efforts to build pathways.
- **MCCS and Department of Education, Adult Education:**
 - Tuition-Free Courses for Adult Education Students. MCCS and MDOE have worked together to design a program in which adult education student can take a free college course with a community college while they are still being supported by their local adult education office. MCCS is funding the tuition and fees for this program while the MDOE will provide textbooks and course materials. The hope is that students are able to choose courses that align with their individual career goals and that then they are that much more motivated to continue their education and training once they complete their adult education program. MCCS and MDOE will also be using this program to assess the viability of the federal Ability to Benefit program for Maine adult education.
 - MCCS is also collaborating with the Department of Education and their local adult education hubs to place navigators at each of the colleges. The joint, overarching goal of this partnership is to provide learners who are not eligible for or ready for credit bearing classes at each CC the opportunity to access Adult Education services on the CC campus, as well as from local adult education programs.

COLLEGE NEEDS

In assessing the priority needs of the seven community colleges, it is important to note the colleges are united in carrying out the work that supports the three pillars of the MCCS Strategic Plan:

- Access and Attraction: “Get them in”
- Student Success: “Get them through”
- Lifelong Learning: “Keep them connected”

Although the Board of Trustees and System and college staff are about to embark on a process to update our strategic vision aligned to the State’s 10-year plan, practically speaking, our top need will be ongoing financial support.

Pandemic relief funds for students (HERRF) have already been exhausted and other pandemic-related assistance for colleges is ending over the next few years. Those funds came at a critical time and were instrumental in allowing students – and the colleges – to continue to operate during the worst of the pandemic. However, the colleges need ongoing financial support.

That financial support translates directly into sustaining a healthy and robust community college system that educates and trains more people and brings incredibly cost-effective value to the economy. More resources mean more financial aid and grant aid scholarship opportunities for students, adequate student supports such as tutoring and job placement support, competitive salaries and benefits for our employees, and cutting-edge tools and technology in our labs and classrooms.

Our colleges are not immune to pressures of inflation, high energy costs, and the ever increasing need to provide our employees adequate compensation to encourage retention as well as to recruit good talented employees.

We work on lean resources, so senior leadership across the system works collaboratively to find solutions that benefit all the colleges and be as efficient as possible while pursuing our mission. As such, the colleges' individual needs are focused on finding the best ways to serve their local community, and by extension, the entire state. For example, the state of Maine has a dearth of workers in many fields: healthcare, education workers, electricians, plumbers, commercial drivers and other "trade" occupations; the list goes on. Our collective need, as a state and the institution dedicated to training Maine's workforce, is to deliver the training and education needed across the state for those industries. The more funding we receive, the more training we can deliver. The Maine Jobs and Recovery funds have allowed us to jump-start programs and help meet current needs. This one-time support has been crucial, but we will need a sustainable path for the future.

If there is a local community or regional need, one of the community colleges may act on it, or collaborate with the other colleges to meet that need. Perhaps one of the best examples came from Northern Maine Community College (NMCC). Earlier this year, a local television station, WAGM, reported on a critical shortage of EMS workers in Patten, which forced town officials to consider discontinuing its contract to provide EMS service to surrounding towns – throwing the entire rural region into a crisis situation. NMCC officials heard the story and picked up the phone, reaching out to town and fire officials, offering to waive all costs associated with the 15-week EMS training course. It was conveniently held in a room above the Patten Fire Department to a capacity crowd, and 13 people have since graduated from the program! Patten Town Manager Darrell Mims told WAGM in a follow up story that partnerships like this one could have the potential to relieve shortages of EMS workers in rural areas.

We are constantly looking for those internal collaborations to best serve the people of Maine.

The Maine Community College System reported to the 129th Legislature that we have \$99.6 million in deferred maintenance, including important health and safety improvements. As your publicly funded institutions, we cannot tackle our backlog of maintenance needs without increased state funding. We strive to raise private funds, have used bond funds, and use general operating funds when necessary. However, the Board of Trustees do not feel that raising tuition is a solution to physical plant needs. The increase in tuition would have to be substantial, so other funding options must be explored including future bond campaigns.

We also need to raise the community college profile with the entities that "send" us students: high schools, career centers, CTEs, etc. Maine's community colleges are still – unfortunately – one of the state's best kept secrets. Free College has gone a long way towards raising our profile, however we can do more. We offer convenient, low-cost, high-support training and education – delivered by top-notch instructors – with an enduring and passionate commitment to seeing our students succeed.

Financial support, strong partnerships and collaboration are all ways to help us accomplish these goals and serve more people and help build a strong Maine economy.

Conclusion

The Board of Trustees of Maine's Community Colleges, your colleges, stand ready to assist the state and her people. Our mission is to serve our students, and in turn, provide the state with the well-educated and trained citizenry needed to move our economy forward and to provide Maine families with a strong financial future. We hope that you will be our partners in this effort and that this report is helpful as you make policy decisions that impact our colleges and their programs.

§12718. Annual report by trustees

The board of trustees shall prepare an annual report by January 1st of each year, to be submitted to the Governor and joint standing committees of the Legislature having jurisdiction over education and over appropriations and financial affairs. This report must include: [PL 1991, c. 376, §42 (AMD).]

1. Budget expenditures. Budget expenditures for the last complete fiscal year and projected expenditures for the fiscal year in which the report is submitted; [PL 1985, c. 695, §11 (NEW).]

2. Current enrollments. Current enrollments by program at each college; [PL 1989, c. 443, §54 (AMD).]

3. Description of new courses or curricula. A description of any new college courses or curricula; [PL 1989, c. 443, §54 (AMD).]

4. Description of activities. A description of activities undertaken to coordinate postsecondary career and technical training and education throughout the State with secondary career and technical education, adult career and technical education, employment training programs, other employment-related training and other institutions of higher learning; [PL 1991, c. 376, §42 (AMD); PL 2005, c. 397, Pt. D, §3 (REV).]

5. Analysis.
[PL 1991, c. 376, §42 (RP).]

6. List. A list of needs, in order of priority, of the colleges; and [PL 1989, c. 443, §54 (AMD).]

7. Other information. Any other information deemed significant by the board of trustees. [PL 1985, c. 695, §11 (NEW).]

SECTION HISTORY

PL 1985, c. 695, §11 (NEW). PL 1989, c. 443, §54 (AMD). PL 1991, c. 376, §42 (AMD). PL 2005, c. 397, §D3 (REV).

**MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)**

APPENDIX B

**Statements of Revenues, Expenses, and Changes in Net Position
Years Ended June 30, 2022 and 2021**

	<u>2022</u>	<u>2021</u>
Operating revenues		
Student tuition and fees	\$ 33,516,812	\$ 35,855,262
Residential life fees	7,476,022	3,950,200
Less scholarship allowances	<u>(33,089,253)</u>	<u>(31,176,196)</u>
Net tuition and residential life fees	7,903,581	8,629,266
Federal grants and contracts	27,197,747	28,347,730
State and local grants and contracts	13,664,566	8,831,675
Nongovernmental grants and contracts	6,499,623	5,362,485
Sales and services of educational departments	488,251	255,013
Auxiliary enterprises	362,532	525,009
Other operating revenues	<u>1,566,542</u>	<u>1,136,444</u>
Total operating revenues	<u>57,682,842</u>	<u>53,087,622</u>
Operating expenses		
Instruction	50,372,111	51,599,879
Public service	1,020,804	807,183
Academic support	13,835,165	12,282,572
Student services	13,990,796	13,570,541
Institutional support	23,172,630	24,705,826
Operations and maintenance	12,365,984	12,101,343
Student aid	19,162,755	6,596,919
Auxiliary enterprises and residential life	4,936,412	3,411,873
Depreciation and amortization	<u>12,659,630</u>	<u>12,082,669</u>
Total operating expenses	<u>151,516,287</u>	<u>137,158,805</u>
Operating loss	<u>(93,833,445)</u>	<u>(84,071,183)</u>
Nonoperating revenues (expenses)		
State appropriations	73,982,507	73,839,108
Higher Education Emergency Relief Funds	30,851,315	25,002,053
Gifts	1,997,989	954,980
Investment (loss) income, net of investment expenses of \$346,295 in 2022 and \$287,324 in 2021	(7,873,988)	10,255,582
Interest on capital asset-related debt	<u>(528,759)</u>	<u>(556,717)</u>
Net nonoperating revenues	<u>98,429,064</u>	<u>109,495,006</u>
Income before other revenues, gains or (losses)	4,595,619	25,423,823

(Continued next page)

The accompanying notes are an integral part of these financial statements.

**MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)**

Statements of Revenues, Expenses, and Changes in Net Position (Concluded)

Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Other revenues, gains or (losses)		
Capital grants and gifts	\$ 10,575	\$ 27,509
Appropriation from State for grants and capital asset acquisition	2,254,307	4,979,734
(Loss) gain on disposals of capital assets - other	(64,839)	1,473
Additions to permanent endowments	<u>68</u>	<u>191</u>
Net other revenues, gains or (losses)	<u>2,200,111</u>	<u>5,008,907</u>
Increase in net position	6,795,730	30,432,730
Net position, beginning of year	<u>216,319,699</u>	<u>185,886,969</u>
Net position, end of year	<u>\$ 223,115,429</u>	<u>\$ 216,319,699</u>

The accompanying notes are an integral part of these financial statements.

**Maine Community College System
Operating Budget - Fiscal Year 2023**

APPENDIX C

Current Operating Funds

	FY23 <u>Budget</u>
REVENUES	
Students	36,107,964
Appropriations	86,590,194
Govern. Grants & Contracts	47,715,017
Priv. Gifts, Grants & Contracts	9,461,178
Investments	1,845,327
Sales and Services	10,944,332
Other Revenue	768,480
Non-Revenue Receipts	(1,659,195)
TOTAL REVENUES	191,773,297
EXPENDITURES	
Salaries & Wages	74,747,806
Other Compensation	1,089,500
Payroll Tax	1,909,050
Fringe Benefits	25,400,260
TOTAL PERS. SERVICES	103,146,616
Professional Services	12,464,964
Travel Expenses	1,588,380
Vehicle Operation	277,730
Utilities Services	3,290,993
Rents	1,400,168
Repairs	3,798,162
Insurance	1,159,486
OPEGA General Operating	1,400,425
Other General Operating	3,681,151
Food	671,300
Fuel	1,885,176
Supplies	5,845,326
Educ. Grants, Pymt & Other	48,145,726
TOTAL ALL OTHER	85,608,987
Equipment	5,047,256
Land, Bldg & Improvements	1,480,500
TOTAL CAPITAL	6,527,756
TOTAL EXPENDITURES	195,283,359
Use of Program Reserves	4,000,314
NET CHANGE	490,252

ANNUAL 2021-2022 Program Headcount

Source: MCCS DataMart

A = Associate degree; C = Certificate program

ARTS AND SCIENCES	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Agricultural and Domestic Animal Services, Other							A-54
Agroecology and Sustainable Agriculture					A-142		
Biology/Biological Sciences, General	A-69		A-30				
Biology/Biotechnology Technology/Technician			A-6				
Biotechnology					A-63		
General Studies	A-795		A-371				
Liberal Arts and Sciences, General Studies and Humanities, Other					A-1062		
Liberal Arts and Sciences/Liberal Studies	A-76/C-1	A-552	A-115	A-95	A-1474	A-33	A-327
Marine Biology and Biological Oceanography					A-122		
Veterinary/Animal Health Technology/Technician and Veterinary Assistant							A-58
AUTOMOTIVE AND MECHANICAL	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Autobody/Collision and Repair Technology/Technician				A-17/C-4			
Automobile/Automotive Mechanics Technology/Technician	A-106	A-39/C-3		A-19	A-119	A-6/C-8	
Diesel Mechanics Technology/Technician				A-44		C-4	
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	A-28/C-8	A-53	A-24		A-65/C-12		
Heavy Equipment Maintenance Technology/Technician		A-48				C-3	
Mechanic and Repair Technologies/Technicians, Other						A-17	
BUSINESS	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Accounting	A-184		A-93	A-23			A-37
Arts, Entertainment, and Media Management, General	A-22						
Business Administration and Management, General	A-512/C-23	A-225		A-82	A-853	A-49	A-166/C-21
Hospitality Administration/Management, General		A-1			A-70		A-8/C-7
Management Information Systems, General	A-2						
Entrepreneurship/Entrepreneurial Studies.				C-7		C-6	
General Office Occupations and Clerical Services.				C-4			
Small Business Administration/Management.		C-38					
Marketing/Marketing Management, General			A-177				
COMPUTER, GRAPHICS, AND MULTIMEDIA	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Animation, Interactive Technology, Video Graphics, and Special Effects							A-102
Computer and Information Systems Security/Auditing/Information Assurance	A-30				A-170		
Computer Graphics		A-96/C-3					
Computer Science		C-1			A-209		A-34

Digital Communication and Media/Multimedia					A-286		
Graphic Communications, General	A-51						
Computer Support Specialist.		C-13					C-3
Web Page, Digital/Multimedia and Information Resources Design.							C-3
Network and System Administration/Administrator	A-108	A-114		A-28/C-3	A-115	A-17	A-51/C-5
CONSTRUCTION, PLUMBING, AND ELECTRICAL	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Building Construction Technology/Technician	A-43/C-1	A-46	A-16/C-4	C-21	A-50/C16		
Building/Property Maintenance	A-1						
Construction Trades, Other							A-41
Electrician		C-146	A-74	A-70/C-1	C-136	C-32	
Small Engine Mechanics and Repair Technology/Technician.						C-6	
Vehicle Maintenance and Repair Technology/Technician, General.					C-13		
Wind Energy System Installation and Repair Technology/Technician.				C-1			
Construction/Heavy Equipment/Earthmoving Equipment Operation.					C-2	C-12	
Lineworker.			C-47				
Plumbing Technology/Plumber	A-55/C-8	C-23	C-7	A-33/C-2	A-42/C26	C-16	
CULINARY, HOSPITALITY, AND TOURISM	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Culinary Arts/Chef Training	A-50/C-7	A-43/C=1	A-39/C-1		A-118		A-56/C-2
Restaurant, Culinary, and Catering Management/Manager	A-3	A-16					
EDUCATION AND EARLY CHILDHOOD							
Early Childhood Education and Teaching	A-104	A-67/C5	A-227	A-47/C-1	A-179	A-32/C-5	
Education, General	A-75	A-94/C10			A-180	A-24	A-64
Teacher Assistant/Aide.					C-2		
ENGINEERING TECHNOLOGY	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Civil Engineering Technologies/Technicians	A-56						
Composite Materials Technology/Technician					A-1		
Drafting and Design Technology/Technician, General					A-160/C-2		A-49/C9
Electrical, Electronic, and Communications Engineering Technology/Technician			A-56/C-5		A-217		
Electrical/Electronic Engineering Technologies/Technicians, Other		A-52					
Electromechanical/Electromechanical Engineering Technology/Technician	A-95/ C-14					A-6	
Engineering, General			A-4		A-170		
Industrial Production Technologies/Technicians, Other						A-6/C-5	
Water Quality and Wastewater Treatment Management and Recycling Technology/Technician				A-8/C-7			
HEALTH CARE	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Allied Health Diagnostic, Intervention, and Treatment Professions, Other				A-2			
Cardiovascular Technology/Technologist					A-48		
Dietetic Technician					A-85		
Emergency Medical Technology/Technician (EMT Paramedic)		A-15/C-7	A-9/C-48	A-20/C-3	A-50		
Exercise Science and Kinesiology	A-8						

Forensic Social Work							A-35
Gerontology							A-7/C-6
Health Information/Medical Records Technology/Technician			A-69				
Health Services/Allied Health/Health Sciences, General			C-342		A-361		A-158
Human Services, General	A-302	A-118/C-5			A-128/C-45	A-60	A-184/C-16
Licensed Practical/Vocational Nurse Training.				C-28			
Medical Administrative/Executive Assistant and Medical Secretary.		C-1				C-4	
Medical Insurance Coding Specialist/Coder	A-172/C-46	A-21/C-2	C-20	C-25			
Medical Office Assistant/Specialist		A-11/C-5					
Medical Radiologic Technology/Science - Radiation Therapist		A-1					
Medical/Clinical Assistant	A-36	A-43/C53	A-5/C-45	A-34	A-140	A-22	A-22
Mental and Social Health Services and Allied Professions, Other			A-127/C-29				
Multi-/Interdisciplinary Studies, Other	A-10	A-3	A-3	A-84		A-3	A-1
Therapeutic Recreation/Recreational Therapy						A-3	
Occupational Therapist Assistant			A-29				
Parks, Recreation, and Leisure Studies						A-13/C-1	
Phlebotomy Technician/Phlebotomist.			C-16			C-8	
Substance Abuse/Addiction Counseling.		C-13				C-2	
Physical Fitness Technician	A-40						
Physical Therapy Assistant			A-64				
Psychology, General			A-74				
Radiologic Technology/Science - Radiographer		A-75	A-53		A-63		
Registered Nursing/Registered Nurse	A-169	A-164	A-135	A-118	A-388		
Respiratory Care Therapy/Therapist			A-38		A-58		
Surgical Technology/Technologist		A-38					
MACHINING AND MANUFACTURING	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Cabinetmaking and Millwork		A-26/C-4					
Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist.				C-10	C-4		
Machine Tool Technology/Machinist	A-78/C-8		A-8/C-8		A-63		A-19/C-4
Welding Technology/Welder		A-20/C-48	C-30	C-18		C-18	
NATURAL RESOURCES	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Environmental/Natural Resources Law Enforcement and Protective Services	A-17/C-1						
Fishing and Fisheries Sciences and Management						A-1	
PUBLIC SAFETY	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC
Criminal Justice/Safety Studies	A-174/C-20	A-71			A-146	A-29	A-70
Criminology	A-26						
Fire Science/Fire-fighting		A-13			A-170/C-3		
Forensic Science and Technology	A-42						

**Report of the Public Higher Education Systems Coordinating Committee
Submitted to the Joint Standing Committee on Education and Cultural Affairs
and Governor Janet T. Mills**

February 15, 2022

I. INTRODUCTION

Public Law 2015, Chapter 261 created the Public Higher Education Systems Coordinating Committee to recognize more formally the importance of cooperative efforts between Maine's two public systems of higher education. The Committee is comprised of the Chancellor of the University of Maine System (UMS), the President of the Maine Community College System (MCCS), and the chairs of both systems' Boards of Trustees. The Committee is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System (UMS) and the Maine Community College System (MCCS). A copy of the law is provided in Appendix A.

Signaling their strong commitment to joint efforts that enhance the educational and economic health of our state, the Boards of Trustees of UMS and MCCS subsequently passed a joint resolution in 2016 encouraging continued and expanded collaborations between the two systems. A copy of this is provided in Appendix B.

This annual report, the Coordinating Committee's seventh, documents the myriad collaborative efforts currently underway across our two systems to meet the educational needs of Maine citizens and the workforce requirements of Maine's employers while being good fiscal stewards of the investments in our respective institutions.

As we encounter continued challenges posed by the dual COVID-19 public health and economic uncertainty, both systems remain focused on working together to advance Maine towards our critically important goal of educating the people of Maine.

II. REPORT OF CURRENT ACTIVITIES

In order to provide as many Mainers as possible with the education and skills necessary to thrive in the state's changing economy, both UMS and M CCS continue to work together to raise postsecondary aspirations, increase access and, once a student is enrolled in our universities and colleges, to provide them with the supports and pathways they need to achieve their educational goals as quickly and affordably as possible.

This section details how the two systems are coordinating efforts to improve access and student success, and, at the same time, ensure the efficient and cost-effective delivery of educational programs and services across the state.

A. Access

Maine's college-going and completion rates lag those in the rest of New England; as a result, not enough Maine people have the skills and credentials the state's economy needs to grow and sustain good jobs at good wages. This challenge is compounded by the fact that the state's aging population means that its labor force will continue its steady decline over the next 15 years. At the same time, rapid technological change will continue to transform Maine's economy and demand even higher skill levels of both incumbent and future workers. This was true before the COVID-19 pandemic and will continue afterwards. In short, many more Maine people must be prepared and able to attain additional training, education, and skills and the credentials that document their attainment.

These realities shape and drive many of the strategic, coordinated access efforts underway across our two systems. Those efforts are targeted at increasing the number of Maine high school students who enroll directly in college after graduating from high school and at serving the 47.4 percent of Maine adults who do not hold a credential of value beyond a high school diploma.

The two systems continue to work collaboratively to ensure that Maine's high school students have access to early college programming, including dual (taught by university or community college faculty online and on campus) and concurrent enrollment (courses taught by qualified high school teachers at the student's high school).

Highlights from the past year include:

- **ExplorEC - Online Dual/Concurrent Enrollment Software**

UMS led in the deployment of ExplorEC, an integrated software data sharing system to best serve schools and students and support our inter-system collaboration. M CCS quickly followed, integrating ExplorEC in the fall of 2021. Full implementation of this joint application system has furthered the goals of our early college programs in

providing equitable access to transformational educational opportunities for Maine students.

- **Support Pandemic-Driven Early College Growth**

As a result of the pandemic, there has been an explosion in UMS and MCCC early college enrollment as Maine’s public high schools look to these courses – especially those offered online or on university/college campuses – to supplant their own offerings, which have been limited by class size restrictions, hybrid schedules, and a shortage of educators due to COVID-related leave (for example, quarantine). This growth led to 90% of the State appropriation for FY21 to support these programs being exhausted just six months into the fiscal year. The state appropriation for the early college program was increased from \$4 million annually to \$5.5 million in the biennial budget. However, a funding shortfall still exists. The two systems are working closely together and with the Maine Department of Education, through which the appropriation is administered, to address the funding shortfall in the short-term and to develop new program parameters that will ensure equity in access to all Maine students within available State resources into the future.

B. Adult Attainment

The MCCC Vice President and Chief Academic Officer and UMS Associate Vice Chancellor for Student Success and Credential Attainment continue to play a leadership role in MaineSpark’s Adult Promise efforts to increase opportunities for adult learners statewide to attain a college degree or credential of value. To promote those efforts, both systems are:

- Active participants in the All Learning Counts initiative, which focuses on identifying and addressing the needs and barriers of Maine people who have not earned credentials of value, with a focus on four groups: people of color, Native Americans, those who are incarcerated, and low-income learners.
- Expanding badging opportunities. Badges, or microcredentials, can be earned and instantly displayed online, demonstrating the holder has mastered specific skills. Both systems use the industry recognized BADGR platform, which integrates with Brightspace, our common online learning management system. BADGR allows learners and issuers to share electronic evidence of learning, i.e. microcredentials, that is accessible to both the learner and to potential employers and that allows sharing of credentials on social media.
- Collaborating on a joint research project, studying adults in Maine who attended either a Maine community college or university but didn’t get a degree or credential. One goal coming out of this important research will be the development of a joint aspirational

campaign to encourage more adults in Maine to start or complete a credential or degree at one of our institutions.

C. Pathways to Student Success

To have a meaningful impact on the state's workforce challenges, increased educational access must be accompanied by supports that enable individuals, once enrolled, to be successful in their pursuit of their educational goals. Much of the work of improving student outcomes is classroom based and specific to the individual student. However, UMS and MCCC recognize that policies and practices at the system level can have a major impact on a student's ability to obtain a degree as quickly and affordably as possible. As a result, the two systems are working to make as seamless as possible the pathways that lead to successful college completion. Specific programs were included in the 2021 report.

D. Transfer and Articulation Agreements

Every year, more than 800 MCCC students transfer to UMS universities. In addition to the transfer pathways detailed in this report, UMS and MCCC also have numerous transfer (or "articulation") agreements between and among the individual institutions. These agreements provide additional clarity and consistency for students enrolled in specific programs of study, especially those programs that are technical or occupational in nature and directly connected to the workforce needs of the state.

In all, UMS and MCCC now maintain and regularly update just under 200 articulation agreements between specific programs of study with new agreements added annually. A complete list of these agreements is included in Appendix C. Some of these agreements are between multiple partner institutions and some extend agreements beyond programs of study to include admissions and support services.

E. Shared Academic Programs, Services and Facilities

UMS and MCCC work together in numerous ways to make the most efficient use of resources and best serve students and the state. Examples of current shared efforts include but are not limited to the following:

Both UMS and MCCC have issued requests for proposals (RFPs) that allow for procurement of goods and services by the other system under equal pricing and terms. The goal: to secure the best possible pricing for each system/institution, reduce duplication of purchases, and reduce time spent on developing RFPs and bidding out for the same services. From food service to photocopy rentals, the two systems have numerous contracts that allow us to share services or savings. In 2021, the Maine Community College system began using the University of Maine's PCR testing vendor Shield/T3 to provide testing capacity when needed by MCCC. Additionally, 2021 marked the first year the two Systems, as well as Maine

Maritime Academy and the State of Maine, used a common vendor to benchmark their capital needs, which determined that the public higher education systems have a shared burden of \$1.6 billion in deferred maintenance and imminent infrastructure need. This was possible due to the language that both systems include in contracts that allow for the addition of the other system if needed.

There are also several arrangements in which faculty or facilities are shared or co-located. For example, the University of Maine at Presque Isle and Northern Maine Community College share a Certified Registered Nurse/Nurse Practitioner to provide health services to their respective campus communities. It should also be noted that in addition to the Commissioner of Education, there is currently one Trustee, the Hon. Michael Michaud, who serves on both the UMS and M CCS Boards. Meanwhile, UMS and M CCS off-campus centers are co-located in East Millinocket, Houlton, and at Brunswick Landing where SMCC's Midcoast campus and UMA's University College at Bath/Brunswick work in close collaboration.

Finally, universities and community colleges that are in close proximity look for ways to make their resources appropriately available to the other's students. For example, students at NMCC and UMPI can attend student events at no cost on either campus, and EMCC students have access to the University of Maine's Fogler Library. They also try to coordinate storm and other closings when it is prudent to do so.

III. Different Missions. Shared Goals.

The University of Maine System and the Maine Community College System together enrolled 36,887 students (not including 7,849 early college) in Fall 2021 with a shared goal: advance educational and economic opportunities for the people of Maine. The two public postsecondary systems are designed to achieve this goal in distinct ways. With talent and innovation at the heart of the 10-year statewide economic plan and the recommendations of the Governor's Economic Recovery Committee and with the pandemic most adversely impacting those who lack postsecondary education, our complementary missions have perhaps never been more important. UMS serves as the state's leading provider of baccalaureate, graduate and law degrees to meet Maine's educational and workforce needs, attracts more than 7,000 out-of-state students annually, provides community-sustaining service, and builds Maine's economy through innovative research, development and commercialization. The System's flagship, UMaine, just achieved R1 status, making it among the most high-performing research universities in the nation. Over the past decade, UMS has conferred nearly 56,000 degrees, with the most graduates in nursing and health professions, business, education and engineering. Maine's community colleges offer a range of educational opportunities, from free, short-term training programs that lead to industry recognized certifications to one- and two-year academic programs of study designed to meet the many educational, occupational and technical needs of Maine citizens and the workforce needs of the state's employers. Maine's community colleges serve about 29,000

individuals each year—through degree programs, customized training, and credit and non-credit offerings. Since 2003, the system has awarded academic credentials to approximately 43,000 people, more than 11,000 of them in healthcare programs, including our top-ranked nursing program. Graduates are well prepared to enter the workforce – or continue their education: 73% of degree-seeking students are enrolled in career and occupational programs, while others are focused on completing a rigorous, affordable first two years of college and then transferring for a four-year degree.

Collaboration between Maine’s public universities and community colleges is critical to the ability of both to achieve their critical mission. As detailed in this annual report, the two systems continue to work closely together to provide Maine and its people with the skills needed to prosper and thrive.

Appendix A

**Maine Revised Statutes
TITLE 20-A: EDUCATION
CHAPTER 1: GENERAL PROVISIONS**

§9. Public Higher Education Systems Coordinating Committee

1. Committee established. The Public Higher Education Systems Coordinating Committee, referred to in this section as "the committee," is established to promote efficiency, cooperative effort and strategic planning between the University of Maine System and the Maine Community College System, referred to in this section as "the systems."

[PL 2015, c. 261, §1 (NEW).]

2. Membership. The committee consists of the Chancellor of the University of Maine System, the Chair of the Board of Trustees of the University of Maine System, the President of the Maine Community College System and the Chair of the Board of Trustees of the Maine Community College System. The members of the committee may appoint designees to a subcommittee.

[PL 2015, c. 261, §1 (NEW).]

3. Duties. The committee shall seek to achieve greater collaboration and cooperation between the systems in order to address issues including, but not limited to, the following:

A. Improving college affordability; [PL 2015, c. 261, §1 (NEW).]

B. Minimizing or eliminating barriers to student transfer between the systems; [PL 2015, c. 261, §1 (NEW).]

C. Reducing unnecessary duplication of programs between the systems; [PL 2015, c. 261, §1 (NEW).]

D. Identifying opportunities for sharing best practices and individual efficiencies, building cross-system economies of scale and sharing of resources; [PL 2015, c. 261, §1 (NEW).]

E. Recommending changes to state laws that would improve the systems' efficiency or effectiveness; [PL 2015, c. 261, §1 (NEW).]

F. In consultation with the President of the Maine Maritime Academy and the Chair of the Board of Trustees of the Maine Maritime Academy, investigating and pursuing opportunities for collaboration and resource sharing with the Maine Maritime Academy. The committee shall notify the President of the Maine Maritime Academy of committee meetings and agenda items; and [PL 2015, c. 261, §1 (NEW).]

G. In consultation with the commissioner and the chair of the state board, investigating and pursuing opportunities to improve college preparation, transition and completion for Maine's secondary students, including supporting early college opportunities and improving credit transfer between secondary and postsecondary school systems. [PL 2015, c. 261, §1 (NEW).]

[PL 2015, c. 261, §1 (NEW).]

4. Meetings. The committee shall meet at least twice each year and the committee members' designees may meet more frequently. The chancellor shall convene the first meeting of the committee by October 15, 2015. The committee shall establish a meeting schedule, and the initial work must include an accounting of the members' prior and current efforts to promote efficiency, cooperative effort and strategic planning between the systems. The committee shall elect a chair from among its members to serve for a term to be determined by the committee.

[PL 2015, c. 261, §1 (NEW).]

5. Reporting. The committee shall report succinctly on its deliberations and any recommendations to the Governor and the joint standing committee of the Legislature having jurisdiction over education matters by February 15th each year.

[PL 2015, c. 261, §1 (NEW).]

SECTION HISTORY

PL 1995, c. 395, §J1 (NEW). PL 2003, c. 20, §OO2 (AMD). PL 2003, c. 20, §OO4 (AFF). PL 2013, c. 368, Pt. DDDDD, §1 (AMD). PL 2015, c. 261, §1 (RPR).

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Appendix B

JOINT RESOLUTION OF THE BOARDS OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM AND MAINE COMMUNITY COLLEGE SYSTEM

Whereas, the Maine Legislature enacted Public Law 2015, Chapter 261 (LD 1441) to establish the Public Higher Education Systems Coordinating Committee ("Coordinating Committee") in order to promote efficiency, cooperative effort and strategic planning between the University of Maine System ("UMS") and the Maine Community College System ("MCCS");

Whereas, the law requires the Chancellor and Chair of the Board of Trustees of UMS, President and the Chair of the Board of Trustees of MCCS to meet at least twice a year to discuss:

- Improving college affordability;
- Minimizing or eliminating barriers to student transfer between the systems;
- Reducing unnecessary duplication of programs between the systems; and
- Identifying opportunities for sharing best practices and individual efficiencies, building cross-system economies of scale and sharing of resources.

Whereas, on February 3, 2016, the Coordinating Committee submitted to the Maine Legislature's Joint Standing Committee on Education and Cultural Affairs a complete account of the members' prior efforts to promote efficiency, cooperative effort and strategic planning between the Systems;

Whereas, the Boards of Trustees of UMS and MCCS, each agree with and adopt as their own those goals and purposes expressed in the law for the Coordinating Committee; and

Whereas, the Boards of Trustees of UMS and MCCS each find and agree that it is in their mutual interests to complement each System's efforts to achieve the best educational outcomes for students and maximize degree attainment for Maine's citizens and workforce with relevant, accessible and affordable certificate and degree programs;

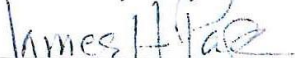
NOW, therefore, it is resolved:

1. The Boards of Trustees of each System encourage:
 - a. The UMS Chancellor and MCCS President to confer regularly on matters of mutual interest, to share best practices, and to collaborate where operationally compatible and financially efficient;
 - b. University and College Presidents to regularly collaborate and coordinate among them, and to encourage and enable their academic and student staff, faculty, and administrators to do the same, to confer regularly on matters of mutual interest, with a primary focus on strengthening academic pathways and transfer opportunities, sharing of local resources, and coordination of regional population attraction efforts;
 - c. Academic Affairs leaders of the Systems to continue their regular ongoing efforts regarding remediation, dual enrollment, pathways, and transfer;
 - d. System administrative function heads to look for opportunities for collaborating, achieving economies of scale, and sharing resources; and
 - e. The General Counsels of the Systems to continue to confer regularly to discuss best practices, policies and procedures that efficiently promote effective legal compliance, student-legal affairs management, insurance procurement and risk management.
2. That each Board, in its discretion, encourage the Presidents of the Universities and Community Colleges to submit to each System head summary written reports of their collaborations and activities, including where interactions were not found to advance the purposes of the law and this resolution, by June 30 and December 30 each year.


Signed this 15th day of December, 2016.

University of Maine System


Samuel W. Collins, Chair, Board of Trustees


James H. Page, Chancellor

Maine Community College System


Jean Ginn Marvin, Chair, Board of Trustees


Derek Langhauser, President

Appendix C

Program-to-Program Articulation Agreements between University of Maine System and Maine Community College System

This list of transfer agreements does not include System-wide agreements focused on block transfer, reverse transfer, and liberal studies transfer (Advantage U).

Central Maine Community College	
CMCC Degree	Transfer Degree
A.A. in Liberal Studies	UMaine B.A. in Economics
A.A. in Liberal Studies	UMaine B.A. in History
A.A. in Liberal Studies	UMaine B.A. in Philosophy*
A.A. in Liberal Studies	UMaine B.A. in Political Science
A.A.S. in Accounting	UMaine B.S.B.A. in Accounting
A.A.S. in Computer Technology	USM B.S. in Technology, Concentration in Information and Communications Technology
A.A.S. in Criminal Justice	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Early Childhood Education	UMA B.A. in Liberal Studies with Early Childhood Teacher minor
A.A.S. in Early Childhood Education	UMA B.S. in Elementary Education (K-3)
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Early Childhood Education	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Forensic Science	USM B.A. in Chemistry
A.A.S. in Forensic Science	USM B.S. in Chemistry
A.A.S. in Forensic Science	USM B.A. in Criminology
A.A.S. in Human Services	UMF B.S. in Rehabilitation Services*
A.A.S. in Human Services	USM B.A. in Psychology Early Childhood Studies Concentration
A.A.S. in Human Services	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Physical Fitness Specialist	UMF B.S. in Community Health Education, Physical Activity and Nutrition Concentration
A.A.S. in Physical Fitness Specialist	USM B.S. in Health Sciences
A.A.S. in Precision Machining Technology	USM B.S. in Technology Management, Concentration in Precision Manufacturing
A.S. in Business Transfer	UMaine B.S.B.A. in Accounting
A.S. in Business Transfer	UMaine B.S.B.A. in Finance
A.S. in Business Transfer	UMaine B.S.B.A. in Management
A.S. in Business Transfer	UMaine B.S.B.A. in Marketing
A.S. in Computer Technology	USM B.S. in Information Technology
A.S. in Education	UMA B.A. in Liberal Studies with Early Childhood Teacher

	minor
A.S. in Education	UMA B.S. in Elementary Education (K-3)
A.S. in Education	UMA B.S. in Elementary Education (K-8)
A.S. in Education	UMA B.S. in Secondary Education (7-12) With content area concentrations in: English, Life Science, Physical Science, Mathematics, Social Studies
A.S. in Life Science	USM B.S. in Biochemistry
A.S. in Life Science	USM B.S. in Biology
A.S. in Life Science	USM B.S. in Biology: Biotechnology Concentration
A.S. in Life Science	USM B.S. in Health Sciences, Pre-Professional Track
A.S. in Nursing	UMA B.S. in Nursing (B.S.N)
A.S. in Nursing	UMFK B.S. in Nursing (B.S.N.)
A.S. in Nursing	USM B.S. in Nursing (B.S.N.)
Eastern Maine Community College	
A.A. Liberal Studies	UM Bachelor of University Studies
A.A. Liberal Studies	UMA A.S. Dental Assisting
A.A. Liberal Studies	UMA B.A. English
A.A. Liberal Studies	UMA B.A. Social Science
A.A.S. Automotive Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Building Construction	UMFK B.S. Business Management – Technology Concentration
A.A.S. Business Management	UM B.S. Business Administration
A.A.S. Business Management	UM B.S. Business Administration in Finance
A.A.S. Business Management	UM B.S. Business Administration in Marketing
A.A.S. Business Management	UMA B.S. Business Administration – Accounting
A.A.S. Business Management	UMA B.S. Business Administration – Management
A.A.S. Business Management	UMFK B.S. Business Management
A.A.S. Computer Technology	UMA B.S. Computer Information Systems
A.A.S. Computer Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Criminal Justice	UMA B.S. Justice Studies
A.A.S. Culinary Arts	UMFK B.S. Business Management – Technology Concentration
A.A.S. Digital Graphic Design	UMFK B.S. Business Management – Technology Concentration
A.A.S. Digital Graphic Design	USM B.A. Communication
A.A.S. Digital Graphic Design	USM B.A. Media Studies
A.A.S. Early Childhood Education	UM B.S. Childhood Development/Family Relations, ECE Education Option
A.A.S. Early Childhood Education	UMF B.S. Early Childhood Education
A.A.S. Early Childhood Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education	UM B.S. Elementary Education
A.A.S. Education	UMF B.A. Liberal Studies – Education Pathways
A.A.S. Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education (CTE Option)	UMFK B.S. Business Management – Technology

	Concentration
A.A.S. Electrical and Automation Technology	UM B.S. Electrical Engineering Technology
A.A.S. Electrical and Automation Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Electrical and Automation Technology	USM B.S. Technology – Management Concentration
A.A.S. Emergency Medical Services	UMFK B.S. Business Management – Technology Concentration
A.A.S. Fine Woodworking and Cabinetmaking	UMFK B.S. Business Management – Technology Concentration
A.A.S. Hospitality and Tourism Management	USM B.A. Tourism and Hospitality Equivalency
A.A.S. Human Services	UMA B.S. Human Services*
A.A.S. Medical Office Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Medical Radiography	USM B.S. Health Science
A.A.S. Refrigeration, Air Conditioning and Heating	UMFK B.S. Business Management – Technology Concentration
A.A.S. Surgical Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Welding Technology	UMFK B.S. Business Management – Technology Concentration
A.S. Nursing	UMA B.S. Nursing
A.S. Nursing	UMFK B.S. Nursing
All A.A.S. Programs	UMA Bachelor of Applied Science
Kennebec Valley Community College	
A.A.S. in Business Administration Accounting Option	UMA B.S. in Business Administration
A.A.S. in Business Administration Marketing/Management Option	UMA B.S. in Business Administration
A.A.S. in Mental Health Rehabilitation	UMA B.S. in Mental Health and Human Services
A.A.S. Early Childhood Education	UMA B.A. in Liberal Studies, Education Pathway
A.S. in Nursing	UMA B.S. in Nursing
A.A.S. in Sustainable Construction	UMA B.A. Architecture*
A.A.S. in Early Childhood Education	UMF B.S. in Childhood Education
A.A.S. in Mental Health Rehabilitation	UMF B.S. in Rehabilitation Program
A.A.S. in Electrical Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Energy Services Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Sustainable Construction	UMFK B.S. in Business Management, Technology Concentration*
A.S. in Nursing	UMFK B.S. Nursing
A.A.S. in Precision Machining Technology	USM B.S. Technology Management
A.A.S. in Energy Services Technology	USM B.S. Applied Technical Leadership
A.A.S. in Electrical Technology	USM B.S. Applied Technical Leadership
A.A.S. in Applied Electronics and Computer Technology	UM B.S. Electrical Engineering Technology
A.A.S. in Applied Engineering Technology	UM B.S. Electrical Engineering Technology

A.A.S. in Mental Health Rehabilitation	UM B.A. Social Work*
A.A.S. in Mental Health Rehabilitation	UMF B.S. Rehabilitation Services*
A.A.S. in Mental Health Rehabilitation	UMF B.A. Psychology*
A.A.S. in Medical Assisting	USM B.S. Health Sciences
A.A.S. in Health Information Management	USM B.S. Health Sciences
A.A.S. in Occupational Therapy Assistant	USM B.S. Health Sciences
A.A.S. in Occupational Therapy	USM Masters of Occupational Therapy
A.A.S. in Electrical Technology	USM B.S. Industrial Technology
A.A.S. in Energy Services and Technology	USM B.S. Industrial Technology
A.A.S. in Culinary Arts	USM B.A. Tourism and Hospitality with Food Studies Minor
A.S. in Radiologic Technology	USM B.S. Health Sciences
A.S. in General Science/Biology	USM B.S. Environmental Science
A.A.S. in Physical Therapist Assistant	USM B.S. in Health Sciences
A.A.S. in Respiratory Therapy	USM B.S. in Health Sciences

Northern Maine Community College	
A.A.S. in Early Childhood Education	UMPI B.S. in Elementary Education, Early Childhood option, General Education
A.A.S. in Automotive Collision Repair	UMFK B.S. in Business Management
A.A.S. in Automotive Technology	UMFK B.S. Business Management
A.A.S. Business Administration	UMFK B.S. in Business Management
A.A.S. in Building Construction Technology	UMFK B.S. in Business Management
AAS Network Administration & Cybersecurity (Computer and Network Technology)	UMFK B.S. in Business Management
A.A.S. in Diesel Hydraulics	UMFK B.S. in Business Management
A.A.S. in Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Electrical Construction and Maintenance	UMFK B.S. in Business Management
A.A.S. in Emergency Medical Services	UMFK B.S. in Business Management
A.A.S. in Medical Assisting	UMFK B.S. in Business Management
A.A.S. Medical Coding (Health Information Management)	UMFK B.S. in Business Management
A.A.S. in Plumbing and Heating	UMFK B.S. in Business Management
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management
A.S. in Nursing	UMFK B.S. in Nursing

Southern Maine Community College	
A.A.S. in Computer Technology	UMA B.S. in Public Administration
A.A.S. in Criminal Justice	USM B.A. in Criminology
A.A.S. in Culinary Arts	USM B.A. Tourism and Hospitality, Cultural and Culinary Tourism Concentration*
A.A.S. in Cybersecurity	UMA B.S. in Cybersecurity
A.A.S. in Early Childhood Education	UMA B.S. in Child Development/Family Relations Early Childhood Education option
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education, Birth to Five Certification

A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education, K-3 Certification
A.A.S in Fire Science Technology	UMA B.S. in Public Administration
A.A.S in Fire Science Technology	USM B.S. in Leadership and Organizational Studies
A.A.S. in Horticulture	USM B.A. Environmental Planning & Policy
A.A.S. in Horticulture	USM B.A. in Environmental Science
A.A.S in Hospitality Management	USM B.A. in Tourism and Hospitality
A.A.S. in Human Services	UMA B.S. in Mental Health and Human Services/Adult Mental Health Rehabilitation
A.A.S. in Human Services	UMA B.S. in Public Administration
A.A.S. in Integrated Manufacturing/Precision Machining	USM B.S in Technology Management Precision Manufacturing Concentration
A.A. in Liberal Studies with a Focus in English	USM B.A. in English
A.A. in Liberal Studies with a Focus in History	USM B.A. in History
A.A. in Liberal Studies with a Focus in Political Science	USM B.A. in Political Science
A.A. in Liberal Studies with a Focus in Psychology	USM B.A. in Psychology*
A.A. in Liberal Studies with a Focus in Science	USM B.A. in Environmental Planning and Policy
A.A. in Liberal Studies with a Focus in Science	USM B.S. in Environmental Science
A.S. in Business Administration	UMA B.S. in Business Administration-Accounting (renewal in process)
A.S. in Business Administration	UMA B.S. in Business Administration –Management (renewal in process)
A.S. in Business Administration	USM B.S. in Finance
A.S. in Business Administration	USM B.S. Management
A.S. in Business Administration	USM B.S. in Sports Management
A.S. in Business Administration	USM B.S. in Sustainable Business
A.S. in Nursing	UMFK B.S. Nursing (3+1) (renewal in process)
A.S. in Nursing	USM B.S. in Nursing
A.A.S. in Pre-Engineering	USM BS in Electrical Engineering and Mechanical Engineering (renewal in process)

Washington County Community College

A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education UMA B.S. in Elementary Education UMA B.A. in Liberal Studies
A.A.S. in Business Management	UMA B.S. in Administration, Business Administration Management, or Business Administration Accounting UMM B.S. in Business and Entrepreneurial Studies
A.A.S. in Computer Technology	UMA B.S. in Computer Information Systems
A.A.S. in Human Services	UMA B.S. Mental Health and Human Services
A.A.S. in Outdoor Leadership	UMM B.S. Recreation & Tourism Management
A.A.S in Medical Assisting	USM B.S. in Health Sciences

York County Community College	
A.A.S. in Information Technology	USM B.S. in Information Technology
A.A.S. in Precision Machining	USM B.S. in Technology Management: Precision Manufacturing Concentration
A.A.S. in Architectural and Engineering Design	USM B.S. in Applied Technical Leadership
A.A.S. in Architectural and Engineering Design	USM B.S. in Technology Management, Industrial Management Concentration
A.A.L.S. in Liberal Studies	USM B.S. in Environmental Science
A.A.S. in Trade and Technical Occupations	USM B.S. in Applied Technical Leadership
A.A.S. in Trade and Technical Occupations	USM B.S. in Technology Management, Industrial Management Concentration
A.S. in Health Studies	USM B.S. in Health Sciences
A.A.S. in Behavioral Health Studies	USM B.A. in Psychology
A.A.S. in Behavioral Health Studies	USM B.S. in Recreation & Leisure Studies
A.A.S. in Behavioral Health Students	USM B.A. in Social Work
A.A.S. in Culinary Arts	USM B.A. in Tourism & Hospitality
A.A.S. in Culinary Arts, Baking & Pastry Option	USM B.A. in Tourism & Hospitality
A.A.S. Hospitality and Tourism Management	USM B.A. in Tourism & Hospitality
A.A.S. in Medical Assisting	USM B.S. in Health Sciences
A.A.S. in Digital Media	UMFK B.S. in Business Management
A.A.S. in Culinary Arts	UMFK B.S. in Business Management
A.A.S. in Architectural and Engineering Design	UMFK B.S. in Business Management
A.A.S. in Culinary Arts, Baking & Pastry Option	UMFK B.S. in Business Management
A.A.S. in Criminal Justice	UMFK B.S. in Public Safety Administration
A.A.S. Hospitality and Tourism Management	UMFK B.S. in Business Management
A.A.S. Information Technology	UMFK B.S. in Business Management
A.A.S. Medical Assisting	UMFK B.S. in Business Management
A.A.S. Precision Machining Technology	UMFK B.S. in Business Management
A.A.S. Veterinary Technology	UMFK B.S. in Business Management

Short-term workforce training through
Maine's community colleges

MAINE QUALITY CENTERS



**2022
ANNUAL
REPORT**

MAINE QUALITY CENTERS

SUPPORT FOR WORKFORCE TRAINING
A PROGRAM OF MAINE'S COMMUNITY COLLEGES



OFFICE OF THE PRESIDENT
323 State Street, Augusta, ME 04330-7131
(207) 629-4000 | Fax (207) 629-4048 | mccs.me.edu

October 1, 2022

The Honorable Chip Curry, Chair
The Honorable Tiffany Roberts, Chair
Joint Standing Committee on Innovation, Development, Economic Advancement and Business
c/o Legislative Information Office
100 State House Station
Augusta, Maine 04333

Dear Senator Curry, Representative Roberts and Members of the Joint Standing Committee on Innovation, Development, Economic Advancement and Business:

I am pleased to submit the annual report for the Maine Quality Centers as required by statute [20-A MRSA §12729](#). This report includes information on projects active during FY22 (July 1, 2021 to June 30, 2022).

The Maine Quality Centers is a program of the Maine Community College System. The program's statutory mission is "...to meet the workforce education and training needs of new and expanding businesses in the State and provide new employment and career advancement opportunities for Maine people."

We have also included a summary of the additional workforce projects we have funded through Maine Jobs & Recovery Plan (MJRP) and Harold Alfond Center for the Advancement of Maine's Workforce incumbent worker training.

If you have any questions or comments regarding this report or the Maine Quality Centers, please do not hesitate to contact Dan Belyea, Chief Workforce Development Officer, at (207) 745-6082 or at dbelyea@mccs.me.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "David Daigler", with a stylized flourish at the end.

David Daigler
President

Enclosure

Central Maine
Community College
Auburn
cmcc.edu

Eastern Maine
Community College
Bangor
emcc.edu

Kennebec Valley
Community College
Fairfield/Hinckley
kvcc.me.edu

Northern Maine
Community College
Presque Isle
nmcc.edu

Southern Maine
Community College
South Portland/
Brunswick
smccme.edu

Washington County
Community College
Calais
wccc.me.edu

York County
Community College
Wells
yccc.edu

MAINE QUALITY CENTERS PROGRAM

2022 ANNUAL REPORT

Submitted to the 130th Maine Legislature's Joint Standing Committee on
Innovation, Development, Economic Advancement and Business

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SUMMARY

The Maine Quality Centers (MQC), a program of the Maine Community College System, was created in 1994 by the Maine Legislature to meet the workforce education and training needs of new and expanding businesses in the state and provide new employment and career advancement opportunities for Maine people. The program provides grants to Maine employers to fund customized new hire or incumbent worker training delivered by the Maine Community College System.

Along with the information related to MQC, we have also included workforce training programs funded through the Maine Jobs & Recovery Plan (MJRP) and those funded by the Harold Alfond Foundation via the **Harold Alfond Center for the Advancement of Maine's Workforce**.

These efforts have resulted in significant expanded training opportunities in a three-stage continuum of training for pre-hire, entry-level occupational training (Stage 1), incumbent worker and professional development training (Stage 2), and scholarships for individuals to build credentials of value and earn one-year certificates or two-year degrees (Stage 3).



Short-term training programs have been designed with workforce partners across the state, ensuring learners get exactly the skills needed for today's workplace.

Dan Belyea

Chief Workforce Development Officer,
Harold Alfond Center for the Advancement of Maine's Workforce

OVERVIEW AND ACTIVITIES

MQC's statutory mission is "...to meet the workforce education and training needs of new and expanding businesses in the State and provide new employment and career advancement opportunities for Maine people." The statute defines three primary purposes for the program: job creation, workforce preparation and creating partnerships. The program's public benefit is to serve the employer's need for additional skilled workers, give trainees portable work skills to compete in today's job market, and establish and maintain relationships that support regional economic growth.

MQC was founded to create jobs, prepare individuals for the workforce, and build partnerships

The program is managed and coordinated by a Chief Workforce Development Officer, with individual project services delivered by the system's seven colleges. Project funding supports customized training activities, as well as applicant recruitment and screening when appropriate. Most services are provided directly by a community college, although the statute provides for coordination with other education and training providers if necessary.

FY22 PROJECT ACTIVITY

The program provided support to Maine employers, incumbent workers, and new hires through projects which were active between **July 1, 2021** and **June 30, 2022**.

MQC's budget for FY22 was **\$1,117,728** and an additional **\$515,000** for the Put ME to Work initiative.

71

TOTAL ACTIVE PROJECTS

343

NEW JOBS CREATED

2,067

MAINERS COMPLETED TRAINING

\$2,228,535

INVESTMENT IN FY22 WITH \$1,568,612 IN MQC FUNDING AND A \$659,923 INDUSTRY MATCH

An additional 64 individuals began training in FY22 and will complete their training in FY23. These numbers will be included in the FY23 Annual Report.

Since its inception, MQC has served
293 new or expanding Maine businesses and helped
30,892 Mainers train for new positions and incumbent workers
upgrade skill sets

MQC APPROACH

The program utilizes four approaches to meeting the training needs of Maine’s workforce:

1

NEW-HIRE TRAINING

MQC provides grants to Maine employers to support customized training for new and prospective hires. Projects are selected for funding based on the number of net new jobs, the skill level of the positions, wage and benefit levels, training required, possible return on public investment and other pertinent labor market considerations.

During FY22, MQC provided customized workforce training to some of Maine’s largest employers, some of its fastest growing companies, and several new and promising start-ups. A list of businesses served is included in the appendix.

Training was delivered across a wide array of industries and in a variety of “hard” and “soft” skills, among them: supervisory skills, leadership skills, MS Office, project management, time management, communication, business writing, lean manufacturing, welding, healthcare, food service, resume building and interview skills, SERV Safe, safety, financial management, electricity, marine design and high-pressure boiler.

2

INCUMBENT WORKER TRAINING

Based on the need for greater incumbent-worker training options, as identified by the 126th Maine Legislature’s Joint Select Committee on Maine’s Workforce and Economic Future, MQC began a pilot program in FY14 to provide training to employers’ incumbent workers. Employers with over 100 employees pay **50%** of the project costs, while employers with employment levels between 51 and 100 pay **25%** of costs. No match is required of employers with 50 or fewer employees. Over the past eight years, this offering has served 82 Maine businesses, updating the skills of their employees. The demand for incumbent-worker training has increased and this option will continue to be part of the MQC grant portfolio.

3

COLLEGE INITIATED PROJECTS

Community colleges that have identified areas of in-demand training for unemployed or underemployed Maine residents in their communities may also submit applications directly to MQC.

A current example of this type of project is Southern Maine Community College’s medical assisting, construction institute, and manufacturing technician/welding training projects. MQC grants funded the costs of instruction for these three groups that trained a total of 713 people.

4

PUT ME TO WORK

Created in the first session of the 127th Maine Legislature, the Put ME to Work program is designed to address demonstrated training needs for occupations that offer competitive wages and benefits. Projects need to include strong partnerships between business, industry, and the community colleges and require a 50% cash and/or in-kind match by the employer or industry applicant. The first Put ME to Work project, in FY17, was a mechanized logging program with the Professional Logging Contractors of Maine. In FY22, additional programs were added with Twin Rivers Paper Company, St. Croix Tissue and Bath Iron Works.

FY22 PROJECT EXAMPLES

MaineHealth

SURGICAL TECHNICIAN

In partnership with Southern Maine Community College, and the need for surgical technicians throughout Maine's largest hospital, an accelerated one-year surgical technician program was developed to attract up to 32 unemployed or underemployed Mainers to the profession.

Trainees underwent courses in Care & Safety of Patients; Anatomy & Physiology; Microbiology & Pharmacology; Principles of OR Technique; Surgical Procedures; and clinicals.

Project Results: 25 New Hires

MQC Funding: \$39,755

Average salary: \$55,307*

*average wage, Maine CWRI



FOUNDATIONS OF MACHINING

In partnership with York County Community College, nine sections of machining training were offered in FY22.

Trainees underwent courses in Shop Safety; Communication; Collaboration; Critical Thinking; Ethics; Shop Math; Blueprint Reading; GD&T; Basic Machine Tooling; Precision Measurement; Metallurgy; Layout & CMM; and Principles of CNC / Operation.

Project Results: 64 Trainees

MQC Funding: \$99,748

Average salary: \$50,356*

*average wage, Maine CWRI



INCUMBENT TRAINING

In partnership with Northern Maine Community College, Twin Rivers aimed to enhance the current skill sets, and improve the technical knowledge, represented in job classifications of 461 employees.

Trainings included Blueprints; Machining Basics; Welding; Hydraulics; Pipe Fitting; Fabrication; Hazmat Training; State of Maine Boiler Licensing; a facility-wide annual safety training; and more.

Project Results: 461 Incumbent Trainees; 35 New Hires

MQC Funding: \$8,633***

***Preparation Fees/Training started in FY21 and finished in FY22

MAINE JOBS & RECOVERY PLAN

The Maine Community College System’s Maine Jobs & Recovery Plan (MJRP) efforts provide short-term training opportunities for 8,500 Mainers, leading to industry-recognized credentials of higher value.

MCCS received \$35 million in MJRP Funding; in the first six months, the program expended \$1.303 million and committed an additional \$10.138 million. We project spending \$17.122 in FY23, \$13.214 million in FY24, and \$3.361 million in FY25. This includes \$4.4 million in staffing and \$30.6 million in training and equipment in project costs.

Maine Jobs & Recovery Plan Budget

	STAFFING	EXPENDED	COMMITTED	PROJECTED	TOTAL
FY22*	216,158.26	1,086,498.13			1,302,656.39
FY23	2,135,160.25		10,137,780.28	4,849,148.00	17,122,088.53
FY24	2,046,120.44			11,167,491.28	13,213,611.72
FY25				3,361,643.36	3,361,643.36
TOTAL	4,397,438.95	1,086,498.13	10,137,780.28	19,378,282.64	35,000,000.00

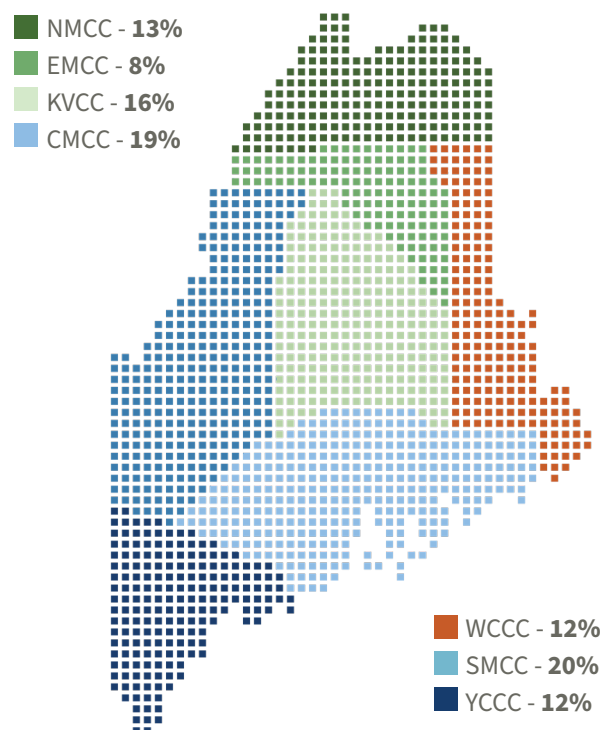
*MJRP funding was released in January 2022. FY22 represents six months of program implementation.

INDUSTRIES OF FOCUS

MJRP projects target seven industry sectors that were negatively impacted by COVID-19 and identified as either “heritage industries” or sectors with growth potential through the Maine Economic Development Strategy.

-  **Computer Technology**
-  **Education**
-  **Green Economy**
-  **Healthcare**
-  **Hospitality**
-  **Manufacturing**
-  **Trades**

EXPENDED & COMMITTED FUNDS BY COLLEGE



HAROLD ALFOND CENTER FOR THE ADVANCEMENT OF MAINE'S WORKFORCE

Research shows that individuals are more likely to complete their education or training if there is a clear, efficient pathway to their goal, financial support, and other direct assistance, such as help registering for classes, tutoring, help writing a resume or connecting with an employer.

The Alfond Center was created to centralize and deploy resources to help train **24,000 Mainers by 2025**. Overseeing funding from Maine Quality Centers, Maine Jobs & Recovery Plan, and private investments from businesses and foundations, training is focused on three stages:

PRE-HIRE

Training will serve **11,000** Mainers lacking the skills needed to get jobs.

INCUMBENT FRONT-LINE

Training will upskill **9,900** incumbent, non-managerial workers.

SCHOLARSHIPS

Scholarships will be provided for **3,200** Mainers to continue their education in a for-credit program.

MAINE WORKFORCE DEVELOPMENT COMPACT

Business partnerships are essential to the work of the Alfond Center, from creating in-demand programs and delivering industry-recognized credentials to training Maine's workforce.

Through the Maine Workforce Development Compact, employers can access **\$1,200** in grant-funding for professional development for each front-line incumbent worker. Training can take place through Maine's community colleges or a third-party vendor. A goal of the Alfond Center is to create new pathways so trainees in short-term training recognize their potential to continue in a degree program if they choose.

73%

of incumbent worker trainees have a high school diploma, but no degree

650

business partnerships through the Compact, representing **182,000** employees

60%

of incumbent worker trainees are over the age of 35

THE ALFOND CENTER WILL PRIMARILY SERVE HARD-TO-REACH POPULATIONS, SUCH AS:

- unemployed
- underemployed
- high school graduates
- low income
- new Americans and asylum-seekers
- young, unengaged Mainers (18-24)
- career-transitioning adults
- people with disabilities
- Mainers living in recovery
- justice involved

APPENDIX - MQC FY22 PROJECTS & TRAINEES

Maine Quality Centers FY22								
CAMPUS	BUSINESS LOCATION	BUSINESS SERVED	CURRENTLY IN TRAINING	# OF TRAINEES	NEW HIRES	MQC	MATCH	TOTAL EXPENSES
CMCC	State-wide	Behavioral Health Professional Certification-Covid-19-14660		27		\$12,961		\$12,961
CMCC	State-wide	Child Guidance Badge Pathway-14650		6	6	\$11,683		\$11,683
CMCC	State-wide	MaineHealth-CNA-14644		16	16	\$48,546		\$48,546
CMCC	Auburn	NCCER Construction Laborer (ABC Maine)-14675**		7		\$17,506		\$17,506
CMCC	Jay/Auburn	Otis Federal Credit Union-14568		8	8	\$9,435		\$9,435
CMCC	Auburn	Panolam-14578		19		\$0		\$0
CMCC	Auburn	Payroll Management, Inc.-14673		4		\$1,284		\$1,284
CMCC	State-wide	PMT Digital Badge Academy-14655		4	1	\$29,373		\$29,373
CMCC	State-wide	Precision Machining Training-14631		2		\$6,779		\$6,779
EMCC	East Millinocket	CNA-KHEC-14605		5	5	\$12,865		\$12,865
EMCC	State-wide	Hospitalty Maine Badges***		93		\$0		\$0
KVCC	Brooks	Building Performance & Weatherization-14676**		19		\$37,950		\$37,950
KVCC	State-wide	Childcare Facility - COVID-19 Foundations***		2		\$0		\$0
KVCC	Fairfield	CNA-Northern Light Health-14623		17		\$18,870		\$18,870
KVCC	Waterville	Delta Ambulance-Advanced EMT training-14663		4		\$6,434	\$6,434	\$12,867
KVCC	Fairfield	Landscaping Training-14632		26		\$13,985		\$13,985
KVCC	State-wide	Liberty FD-EMT-14652		17	12	\$14,950		\$14,950
KVCC	State-wide	Mid-State Machine-14556**		12		\$9,043		\$9,043
KVCC	Fairfield	Motivational Services-14362		5		\$25,541		\$25,541
KVCC	Pittsfield	Northern Light-EMT-14617		11	5	\$11,518		\$11,518
KVCC	Fairfield	Reed & Reed-14658		5		\$4,980		\$4,980
KVCC	Augusta	Spectrum Generations-14619		23		\$2,628		\$2,628
KVCC	Fairfield	Welding-14429**		9		\$0		\$0
MCCS	State-wide	Welcome ME Badge***		115		\$0		\$0
NMCC	Presque Isle	CDL-(FY22)-14584		12	9	\$37,516		\$37,516
NMCC	State-wide	Ed2Go-Covid-19-14591		23		\$0		\$0

Maine Quality Centers FY22

CAMPUS	BUSINESS LOCATION	BUSINESS SERVED	CURRENTLY IN TRAINING	# OF TRAINEES	NEW HIRES	MQC	MATCH	TOTAL EXPENSES
NMCC	Presque Isle/Houlton	LPN Cohort2-14564		24	6	\$21,219	-\$6,249	\$14,970
NMCC	Caribou	Porvair Filtration-14547		46		\$30,949		\$30,949
NMCC	Milford/Passadumkeag	Professional Logging/Mechanized Logging-14661		12	11	\$167,923	\$517,844	\$685,767
NMCC	Madawaska/Presque Isle	Twin Rivers Paper Company, LLC-PMTW-14562***		461	35	\$8,633		\$8,633
NMCC	Caribou	Water Treatment Apprenticeship-14668		2	2	\$5,024		\$5,024
SMCC	Brunswick	Bath Iron Works-Manufacturing Tech & Welding-PMTW-14620		345		\$236,779	\$112,070	\$348,849
SMCC	Brunswick	Bath Iron Works-Marine Design-14665		14	10	\$64,186		\$64,186
SMCC	Portland	Casella Waste Systems, LLC-14582****		20		\$0		\$0
SMCC	Portland	Greater Portland Community Health-14558		45		\$2,332		\$2,332
SMCC	Falmouth/South Portland	Hallett Canvas and Sails, Inc.-14598		7		\$2,688		\$2,688
SMCC	State-wide	Hospitality for New Mainers-14647		15	15	\$21,176		\$21,176
SMCC	South Portland	MaineHealth-Surgical Technology-14648		25	25	\$39,755		\$39,755
SMCC	South Portland	Medical Assisting-14509		14	14	\$28,009		\$28,009
SMCC	State-wide	Metrix Learning-Covid-19-14600***		43		\$0		\$0
SMCC	South Portland	Phlebotomy-MaineHealth-NorDX-14645***		128	128	\$3,174		\$3,174
SMCC	Woolwich/Madawaska	Reed & Reed-14658		5		\$69,540		\$69,540
SMCC	State-wide	Wayfair-14625**		13	12	\$0		\$0
SMCC	South Portland	Yamaha University 2021-14639****		8	8	\$16,084		\$16,084
WCCC	State-wide	Behavioral Health Pathway-14670**		34		\$41,059		\$41,059
WCCC	State-wide	Business of Lobsters-14657****		16		\$0		\$0
WCCC	Calais	Commercial Fisheries & Marine Technology-14609		12		\$5,466		\$5,466

Maine Quality Centers FY22

CAMPUS	BUSINESS LOCATION	BUSINESS SERVED	CURRENTLY IN TRAINING	# OF TRAINEES	NEW HIRES	MQC	MATCH	TOTAL EXPENSES
WCCC	Pleasant Point	Construction Essentials-14667**	20			\$11,095		\$11,095
WCCC	Machias-port	Cooke Aquaculture-14656		4		\$195		\$195
WCCC	State-wide	Dental Assistant-14572***		6	3	\$0		\$0
WCCC	Machias	EMT-B-14642		6	4	\$17,550		\$17,550
WCCC	State-wide	Logistics Training-14672**	25			\$0		\$0
WCCC	State-wide	Natural Gas & Propane-14590***		13		\$3,842		\$3,842
WCCC	Calais	Propane & Natural Gas Technician-14666		21		\$6,343		\$6,343
WCCC	Baileyville	St. Croix Tissue-PMTW-14575		20		\$5,773		\$5,773
WCCC	State-wide	Substance Use Disorder-14653		14		\$32,627		\$32,627
WCCC	State-wide	Substance Use Disorder-14624		15		\$17,686		\$17,686
WCCC	State-wide	Substance Use Disorder-Groups-PMTW-14634		6		\$4,181		\$4,181
WCCC	State-wide	Substance Use Disorder-14654**		24		\$7,570		\$7,570
YCCC	State-wide	Alfred's Upholstery & Co.-14669		8		\$7,222		\$7,222
YCCC	State-wide	Certified Medical Administrative Assistant-14649		10		\$0		\$0
YCCC	Biddeford	CNC Bootcamp-14674		5		\$8,069		\$8,069
YCCC	Wells	Cybersecurity Training-14664		14		\$17,492		\$17,492
YCCC	State-wide	Derbyshire Machine & Tool Co.-14671		2		\$4,907		\$4,907
YCCC	State-wide	Derbyshire Machine & Tool Co. (Spring 2022) -14671		2		\$0		\$0
YCCC	Wells	EMT-14617		16		\$62,315		\$62,315
YCCC	Wells	Med. Assistant Earn & Learn-14621		4	4	\$67,788		\$67,788
YCCC	State-wide	Phlebotomy-14603**		26		\$56,868		\$56,868
YCCC	Sanford	Pratt & Whitney-14370**		64		\$99,748		\$99,748
YCCC	Sanford	Pratt & Whitney-Apprenticeship-14230**	19			\$20,598	\$29,824	\$50,423
YCCC	State-wide	Welding-14662		7	4	\$18,897		\$18,897
Totals			64	2067	343	\$1,568,612	\$659,923	\$2,228,535
Number of Active Projects				71				

If any additional information is needed, please contact Dan Belyea, Chief Workforce Development Officer via email at dbelyea@mccs.me.edu

* Training had some completers in FY22

** Preparation Fees/Training started in FY22 and continues into FY23

*** Preparation Fees/Training started in FY21 and finished in FY22

APPENDIX - MJRP PROJECTS BY COLLEGE

MJRP PROJECTS	SEATS	PROJECTS	SEATS
CENTRAL MAINE COMMUNITY COLLEGE	852	EMS-Patten	15
Basic Life Support/CPR Training	24	LPN	24
Child Development Associate	32	Mechanized Logging	15
CNA	32	Medical Coding	72
CNA-Lincoln Health	40	SOUTHERN MAINE COMMUNITY COLLEGE	602
CompTIA IT Bundle & Equipment	30	AEMT	16
CompTIA Network+	45	Arboriculture	20
CompTIA Security+	45	AWS-Cloud Developer Training	15
Computer Support	90	BIW-Manufacturing (16 cohorts of 10)	160
Heat Pump Installer	32	Construction Institute- (Multiple cohorts)	22
High Pressure Boiler Operator (Multiple Cohorts)	24	Educator Apprentice Program	12
Land Surveying (Multiple Cohorts)	48	Electric Vehicle Repair	18
NCCER	30	EMT- (Multiple cohorts)	69
Pharmacy Technician	40	LPN Prerequisites	24
Phlebotomy (Multiple Cohorts)	48	Marine Design (Multiple cohorts)	72
Refrigeration	32	Medical Assistant	16
Welding	260	Oil Burner Technician	8
EASTERN MAINE COMMUNITY COLLEGE	281	Pharmacy Technician	15
CNA-Dover	10	Roofing Technician	16
Electrician Technologist & Equipment	20	Supervisor Trainings-Food & Beverage	15
EMS-KHEC with equipment	16	Surgical Technology	32
EMS-Waldo with United Training	20	TEAS Prep Course	60
Learning Facilitator	40	Yamaha University	12
Medical Assisting	20	WASHINGTON COUNTY COMMUNITY COLLEGE	454
Medical Assisting & Equipment-Waldo	20	Aquaculture	20
Medical Records (Multiple cohorts)	55	CDL Bus Driver Training, Class A, Class B	70
Phlebotomy (3 cohorts)	56	Certified Clinical Medical Assistant (CCMA)	24
Propane Gas Technician	12	Early Education/Education Training	50
Surgical Technician	12	EMT	16
KENNEBEC VALLEY COMMUNITY COLLEGE	515	Heath Occupations Pathway	50
Business Entrepreneurship	75	Hybrid Electric Vehicle Technician (Multiple Cohorts)	72
Class B CDL	72	Medical Coder	20
Electrical Technology	20	MHRT-C	25
EMT- Cohort 1 with NLH	28	Natural Gas & Propane	10
EMT- Cohort 2	20	Production Technology & Equipment	72
EMT- Cohort 3 with EMA	64	WCCC-Patient Service Rep I & II	25
Extrusion & Leadership Training	10	YORK COUNTY COMMUNITY COLLEGE	258
High Pressure Boiler Training	28	AEMT	16
Lead Safety Training	25	CMAA	20
Medical Assistant-Gray-New Gloucester	18	CNC (Multiple cohorts)	24
MHRT-C	20	Dental Assisting (Multiple cohorts)	24
Phlebotomy- (Multiple cohorts)	30	Electrical	20
PMT-Operator (Formtek)	12	EMT	16
Respiratory Therapy	48	Medical Assisting (Multiple cohorts)	36
Virtual Assistant Training-Remote	45	New Cook Training	10
NORTHERN MAINE COMMUNITY COLLEGE	171	Pharmacy Technician (Multiple cohorts)	32
CDL-Class A & B (3 cohorts of 15)	45	ServSafe	60

BUSINESS TESTIMONIALS



I was honored for the opportunity to interview and connect with students. Each one demonstrated exceptional traits that I look for when hiring for our practices. Their **knowledge, professionalism, personality, and enthusiasm** was immediately apparent. This program immediately opens doors for a career within the field and equips them with **foundational and technical skills** they can apply right away.

Carlen Brady, Practice Director, Brighton Dental Associates

I think the community college system is in the right place at the right time with the right people to help Maine's workforce get trained properly and to bring new people into our facilities and train them. I belong to national industry groups and I don't think other community college systems are jumping on this the way that MCCS has.

Kathie Leonard, CEO, Auburn Manufacturing

This program offers the most efficient and affordable pathways into an exciting and good-paying career in the Maine woods available.

Dana Doran, Executive Director, Professional Logging Contractors

I look at the latest tranche of investment made specifically for workforce development in the state. It's cutting edge because it wraps into that portfolio of training third-party training. This is going to be a great opportunity for employers, here in the state, to educate and train their incumbent workforce.

Shawn Moody, Owner and Founder, Moody's Collision Centers

One of the greatest benefits of the MaineHealth and the Maine Community College System partnership has been the timeliness in which trainings have been developed. We've been able to look at existing programs and trainings and innovate in ways of utilizing technology or other modalities to help our workforce needs.

Jennifer O'Leary, Director, Center for Workforce Development, MaineHealth

TRAINEE TESTIMONIALS

I didn't grow up with a lot of money and my life was heading down the **wrong path**. We have been **scraping by** these past few years, but getting my CDL is my chance to give my family an **opportunity** to get what I didn't have. My kids are counting on me and getting into this class is **life changing** for me. I will earn my CDL in the next few weeks and have already received several different fantastic job offers to consider. Thank you for believing in me; I am forever **grateful**.

Gene Woodard, CDL Program trainee

These courses have made me a better **mom**, a better **advocate**, and a better **human**.

Stephanie Moores, Trauma in Education trainee

Having this program and taking advantage of what's being presented, it's going to **catapult me** and take me where I'm looking to go. This is the beginning of my chapter.

Darrell Flowers, CDL Program trainee

I moved to the U.S. in 2015 for the opportunity and to escape the war and political strife in my homeland in central Africa. I arrived [to SMCC] in 2017 and entered the inaugural class of SMCC's Construction Institute, a workforce training program designed to give people skills that are in demand in the construction industry. After completing the Institute, I decided to continue my education at SMCC in the Construction Technology program. Construction is my **passion** and I'm **grateful** I'll have a bright future that probably wouldn't have been possible in Burundi. This program is helping me **realize my dreams**. I am really proud to say I attend SMCC. It gives me **hope** for the future and the **promise** to lead the life I want to have.

Adiel Nimbona, Construction Institute trainee

It's worth it to get back into the workforce and off government benefits. A certificate in phlebotomy means **freedom** for me.

Melissa Joudrey, Phlebotomy trainee

Actually being able to get in the seat and behind the joystick of a machine that has less than 300 hours behind it is **amazing**, to say the least. And it's been really nice not to have the **debt** of college.

Andrew McLaughlin, Mechanized Logging Operations trainee

I was working a **minimum wage** job to support myself through college. This training was **free** and I'll be able to make **more money** with a certificate in phlebotomy.

Shavonne Smith, Phlebotomy trainee

I was part of your training last week in Sabattus. We ended up getting a mass casualty incident today containing 3 vehicles and 10 patients. After taking your training, I had a lot more **confidence** and I ended up being in **command** of the entire scene, which included calling for 5 plus ambulances. **I can't thank you guys enough for the training that you put on.**

Troy Cailler, Fire Chief, Sabattus Fire Department



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