



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: William Cassidy, 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 15, 2022

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## Introduction

Please accept this report on behalf of the Maine Community College System (MCCS) Board of Trustees. Each year, in order 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.

Since this reporting requirement was created in 1985, multiple similar reports have been required by legislation. In order to streamline this report, we have included those similar reports as appendices rather than restating duplicative information.

The MCCS Board of Trustees is very proud of how the faculty, staff, and students at Maine's community colleges have met the challenges of COVID-19 and the ensuing economic uncertainty with a strong work ethic, creativity, and sensitivity. 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 FY2020 and FY2021. Also attached (Appendix C) is the MCCS estimated FY2022 budget.

In 2020 the Board of Trustees voted to allow the MCCS president to submit for consideration a two-year budget, instead of an annual budget, to better manage the fiscal uncertainty caused by the COVID-19 pandemic.

The COVID-19 pandemic required all seven of our colleges to shift most classes to remote learning in March 2020. In fall 2020, we increased access but were still operating at a very reduced capacity, which had serious financial implications that lasted for the entire academic year. In fall 2021 we had a more standard opening, with increased on-campus classroom capacity, re-opening residential halls and resuming athletics. However, the financial effects on our campuses and our students lingers.

The distribution of expenses by functional area has shifted over the three-year period ended June 30, 2021. Instruction and academic support account for 49 percent of the operating expenditures in 2021. An increase of 13.8% in institutional support is due in large part to continued spending required by the system to pivot to remote work and learning. This work started in 2020 with an 8.6% increase in instruction and 17.8% increase in institutional support. Some of these expenditures are one-time startup costs, to add new equipment and purchase new technology.

Auxiliary enterprises saw a sharp decline of \$2.3 million, or 40.4%, due to the reduction in dorm occupancy and the number of students living and eating on campus.

Pandemic relief funds from both the state of Maine and the federal government were a crucial resource that allowed Maine’s community colleges to continue providing education and training as well and expand support for our struggling students. These funds are time-limited in nature, and MCCS continues to invest those dollars in short-term training and immediate needs in compliance with state and federal requirements.

As Maine begins to work towards an economic recovery, the critical need for the training and education provided by Maine’s community colleges has never been more apparent. We are asked by industry and employers large and small across the state to provide training for their workers. MCCS works incredibly hard to meet these needs, but without sustained funding, it will become increasingly difficult to meet the needs that will grow our economy.

## 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 MCCS, 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.

Since 2010, college enrollment nationwide and in Maine has declined. In Maine, the decline is also affected by the state’s demographics – fewer students are graduating from Maine high schools – and a strong job market. 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 enrollment program, which now accounts for 22 percent of our enrollment.

### Fall Headcount: Maine Community College System

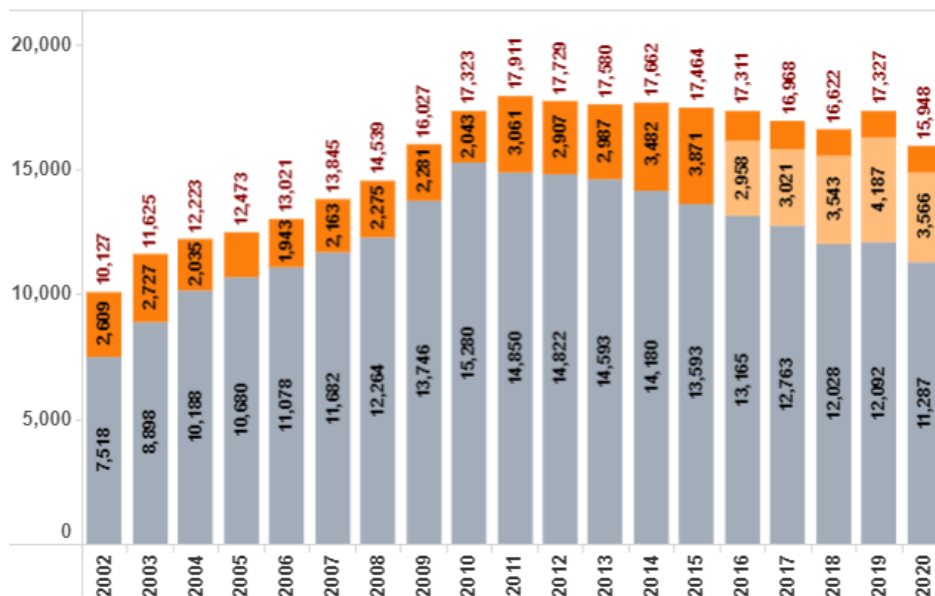
College

Maine Community College System ▾

Measure

- Non-Degree-Seeking (all other)
- High School Students
- Degree-Seeking

Beginning in fall 2016, high school students taking courses for college credit are identified as a subset of non-degree-seeking students. Prior to fall 2016, high school students are included in the Non-Degree-Seeking (all other) category.



Enrollment at community colleges across the country has been hit hard by COVID-19 and the subsequent economic fallout. Maine has actually fared better than the nationwide average. Nationally, enrollment declined by 15 percent between 2019 and 2021<sup>1</sup>. Maine saw an 11% decline.

Community college students generally fall in a demographic that fared much worse as the economy shut down in March 2020. Additionally, our students often have caretaking responsibilities for children or parents. The lack of childcare, affordable housing and employment have understandably overwhelmed students and many either put their education plans on hold or dropped out altogether. Others have been attracted into the job market by higher wages fueled by critical workforce shortages. Many of these jobs require few skills but have limited futures.

At the same time, we know that MCCS has the tools these Mainers need to earn a family-supporting wage—not just in the short term—but in a long-term career with the ability for wage growth.

Specific information about individual programs and their enrollment numbers is attached (Appendix D). It is important to note that this data only covers our for-credit programs. In 2020-21, Maine’s community colleges served more than 29,000 individuals through degree programs, customized training and credit and non-credit offerings.

## 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 a new program will fill an occupational need, will benefit the students participating in the program, and fits with the mission of the college. Since January 2020, the Board has approved nine new programs of study and one new certificate program (see below.)

2020	January	New Certificate	KVCC	Precision Machining Technology A.A.S – Operator Certificate
2020	October	New Program	WCCC	Coastal Fisheries and Marine Technology
2021	January	New Program	CMCC	Social Sciences A.A.
2021	March	New Program	CMCC	Exercise Science A.S.
2021	March	New Program	SMCC	CARD Advanced Certificates
2021	March	New Program	CMCC	Conservation Law Enforcement A.A.S.
2021	April	New Program	YCCC	Forensic Social Work A.A.S
2021	April	New Program	YCCC	Hospitality and Tourism Management A.A.S/Certificate
2021	May	New Program	WCCC	Outdoor Leadership-Adventure Therapy
2021	July	New Program	YCCC	Nursing A.S.

<sup>1</sup> <https://nscresearchcenter.org/stay-informed/>

## 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 2020 Higher Education Coordinating Committee report (Appendix E) and the Maine Quality Center report (Appendix F.) The 2021 Higher Education Coordinating Committee report is due to the legislature in February 2022.

Our 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:** Transfer agreements between CMCC and St. Joseph's College of Maine for business administration and exercise science.
- **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 Husson University for its business students.
- **SMCC:** Currently working 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 have supported several over the past several years with full tuition and board scholarships. SMCC also has articulations with UNE, St. Joseph's College of Maine, Husson, SNHU, Maine College of Art, New Hampshire Art Institute, and Colby Sawyer.
- **WCCC** has a concurrent enrollment agreement with MIT for their Inside Out Program in collaboration with our Second Chance PELL designation as well as agreements with Husson, New England College of Business and University of New England.
- **YCCC:** YCCC has multiple articulation agreements with St. Joseph's College of Maine, Unity College, University of New England and Husson University.

In addition to our collaboration with like institutions, we would like to highlight some of our work with our Career and Technical Education schools (CTEs) and Adult Education partners.

- **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 will be 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 extend this model across the state and have every CTE offer at least one college credential to CTE students within three years. The existing paths are: 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 CTE MOU.** The MCCS and the MDOE are in the process of reviewing and revising the partnership MOU that exist between them. This formal MOU asserts the commitment from both entities to partner together to support and promote CTE programming in the state. MCCS and MDOE present to the State Board of Education CTE Committee on individual action items regularly.
- **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.

## 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”

Practically speaking, our top needs are financial. All of the colleges need financial support to increase enrollment, recruit and retain our valued employees, and have up-to-date facilities and tools to provide the best education to our students. More money means more financial aid and scholarships, competitive salaries and benefits and cutting-edge tools and technology in our labs and classrooms.

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, particularly nursing; education workers; electricians, plumbers, and other “trade” occupations; commercial licensed drivers – 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.

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. In the last year, for example, a new Water Treatment program at Northern Maine Community College was expanded to Southern Maine Community College. In another example, the Federal Reserve Bank of Boston recently completed their Working Communities Challenge Grant. A core requirement of the grants included insuring broad community participation. Four of five programs chosen had community college partners. We are constantly looking for those internal collaborations to best serve the people of Maine.

As the legislature learned in the 129<sup>th</sup> Legislature, the Maine Community College System also has \$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.

In addition to financial support, another top need would be increasing our partnerships with businesses across the state, large and small, to ensure we are working at peak efficiency to train people in exactly the skills needed to step into the Maine workforce.

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: 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.

# Appendix A

## Statutory references:

### **§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).

Statements of Revenues, Expenses, and Changes in Net Position  
Years Ended June 30, 2021 and 2020

	<u>2021</u>	<u>2020</u>
Operating revenues		
Student tuition and fees	\$ 35,855,262	\$ 40,148,735
Residential life fees	3,950,200	10,543,561
Less scholarship allowances	<u>(37,382,889)</u>	<u>(39,018,253)</u>
Net tuition and residential life fees	2,422,573	11,674,043
Federal grants and contracts	28,347,730	31,327,001
State and local grants and contracts	8,831,675	9,203,805
Nongovernmental grants and contracts	5,362,485	4,765,997
Sales and services of educational departments	255,013	561,767
Auxiliary enterprises	525,009	732,037
Other operating revenues	<u>1,136,444</u>	<u>1,259,443</u>
Total operating revenues	<u>46,880,929</u>	<u>59,524,093</u>
Operating expenses		
Instruction	51,599,879	51,668,218
Public service	807,183	927,050
Academic support	12,282,572	12,749,303
Student services	13,570,541	14,847,817
Institutional support	24,807,559	21,828,502
Operations and maintenance	12,101,343	13,645,879
Student aid	390,226	518,495
Auxiliary enterprises and residential life	3,411,873	5,638,205
Depreciation and amortization	<u>11,970,062</u>	<u>11,840,824</u>
Total operating expenses	<u>130,941,238</u>	<u>133,664,293</u>
Operating loss	<u>(84,060,309)</u>	<u>(74,140,200)</u>
Nonoperating revenues (expenses)		
State appropriations	73,839,108	72,013,254
Higher Education Emergency Relief Funds	25,002,053	2,672,521
Gifts	954,980	1,848,038
Investment income, net of investment expenses of \$287,324 in 2021 and \$294,070 in 2020	10,255,582	3,146,695
Interest on capital asset-related debt	<u>(556,717)</u>	<u>(601,427)</u>
Net nonoperating revenues	<u>109,495,006</u>	<u>79,079,081</u>
Income before other revenues, gains or (losses)	25,434,697	4,938,881

(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, 2021 and 2020**

	<u>2021</u>	<u>2020</u>
Other revenues, gains or (losses)		
Capital grants and gifts	\$ 27,509	\$ 1,025,100
Appropriation from State for grants and capital asset acquisition	4,979,734	5,920,996
Gain (loss) on disposals of capital assets - other	1,473	(206)
Additions to permanent endowments	<u>191</u>	<u>-</u>
Net other revenues, gains or (losses)	<u>5,008,907</u>	<u>6,945,890</u>
Increase in net position	30,443,604	11,884,771
Net position, beginning of year	<u>185,886,969</u>	<u>174,002,198</u>
Net position, end of year	<u>\$ 216,330,573</u>	<u>\$ 185,886,969</u>

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

**Maine Community College System  
Operating Budget - Fiscal Year 2022**

**Appendix C**

**Current Operating Funds**

	FY22 Budget
<b>REVENUES</b>	
Students	35,601,501
Appropriations	71,584,958
Govern. Grants & Contracts	65,430,176
Priv. Gifts, Grants & Contracts	4,525,675
Investments	1,796,915
Sales and Services	9,607,295
Other Revenue	850,128
Non-Revenue Receipts	(5,188,552)
<b>TOTAL REVENUES</b>	<b>184,208,096</b>
<b>EXPENDITURES</b>	
Salaries & Wages	70,017,022
Other Compensation	958,558
Payroll Tax	1,711,955
Fringe Benefits	24,946,087
<b>TOTAL PERS. SERVICES</b>	<b>97,633,622</b>
Professional Services	8,268,842
Travel Expenses	1,448,910
Vehicle Operation	229,844
Utilities Services	2,967,289
Rents	1,052,444
Repairs	3,509,241
Insurance	1,133,296
OPEGA General Operating	1,339,044
Other General Operating	3,388,830
Food	688,104
Fuel	1,718,145
Supplies	4,866,748
Educ. Grants, Pymt & Other	54,608,006
<b>TOTAL ALL OTHER</b>	<b>85,218,743</b>
Equipment	3,616,841
Land, Bldg & Improvements	1,249,000
<b>TOTAL CAPITAL</b>	<b>4,865,841</b>
<b>TOTAL EXPENDITURES</b>	<b>187,718,206</b>
Use of Program Reserves	3,263,025
<b>NET CHANGE</b>	<b>(247,085)</b>

# Appendix D

	A	B	C	D	E	F	G	H
1		CM	EM	KV	NM	SM	WC	YC
2	<b>ARTS AND SCIENCES</b>							
3	Animal Care and Management							A-57
4	Biotechnology					A-75		
5	Biological/Life Science	A-65		A-76				
6	General Studies	A-952		A-466				
7	Liberal Studies	A-67	A-554	A-132	A-112	A-3092	A-58	A-471
8	Veterinary Technology							A-72
9								
10		CM	EM	KV	NM	SM	WC	YC
11	<b>AUTOMOTIVE AND MECHANICAL</b>							
12	Automotive Collision Repair				A-27/C-2			
13	Automotive Technology	A-123	A-55/C-4		A-23/C-4	A-89/C-8	A-4/C-10	
14	Diesel Hydraulics Technology				A-42/C-2		C-5	
15	Mechanical Technology						A-19	
16	Small Engine Technician						C-5	
17								
18		CM	EM	KV	NM	SM	WC	YC
19	<b>BUSINESS</b>							
20	Accounting	A-156		A-116	A-28			A-35
21	Arts, Entertainment, Media Management	A-22						
22	Business Administration/Management	A-466/C-69	A-231		A-71	A-876	A-33	A-169/C-15
23	Entrepreneurship				C-7		C-1	
24	General Office Occupations/Clerical				C-11			
25	Marketing Management			A-140				
26	Restaurant Management	A-4	A-6					
27	Small Business Administration		C-19					
28								
29		CM	EM	KV	NM	SM	WC	YC
30	<b>COMPUTER, GRAPHICS, and MULTIMEDIA</b>							
31	Communications & New Media					A-340		
32	Computer Science		C-2			A-222		A-38
33	Cyber Security	A-47/C-3				A-190		
34	Digital Graphic Design		A-97/C-3					
35	Animation, Video Graphics, Special Effects							A-110
36	Graphic Communications	A-65						
37	Help Desk & User Support		C-7					C-6
38	Management Information Systems	A-3						

	A	B	C	D	E	F	G	H
39	Network Administration	A-104	A-132		A-98/C-5	A-105	A-12	A-54/C-9
40	Web Development							C-6
41								
42		CM	EM	KV	NM	SM	WC	YC
43	<b>CONSTRUCTION</b>							
44	Building Construction Technology	A-67/C-2	A-44/C-4	A-21/C-3	A-4/C-4	A-55/C-10	C-10	A-6
45	Fine Woodworking & Cabinet Making		A-23/C-3					
46	Heavy Equipment Maintenance Technology		A-56/C-3				C-5	
47								
48		CM	EM	KV	NM	SM	WC	YC
49	<b>CULINARY ARTS, HOSPITALITY AND TOURISM</b>							
50	Culinary Arts	A-38/C-6	A-50/C-3	A-28		A-128		A-52/C-2
51	Hospitality/Tourism Management		A-6/C-1			A-83		A-12/C-1
52	Outdoor/Adventure Recreation & Tourism						A-17/C-1	
53								
54		CM	EM	KV	NM	SM	WC	YC
55	<b>EDUCATION AND EARLY CHILDHOOD</b>							
56	Early Childhood Education	A-107	A-80	A-225	A-55/C-1	A-205	A-30/C-2	A-62
57	Education	A-93	A-83/C-9			A-169	A-9	A-70
58								
59		CM	EM	KV	NM	SM	WC	YC
60	<b>ELECTRICAL AND ELECTRONICS</b>							
61	Electrical & Automation Technology		A-54	A-54/C-3		A-192		
62	Lineworker Technology			C-50				
63	Electrician		C-181	A-83	A-69/C-4	C-155		
64	Electromechanical Engineering Technology	A-121/C-11					A-8	
65	Residential & Commercial Electricity						D-39	
66	Wind Power Technology				C-9			
67								
68		CM	EM	KV	NM	SM	WC	YC
69	<b>ENGINEERING TECHNOLOGY</b>							
70	Architectural & Civil Engineering Technology	A-66						
71	Composite Materials Technology					A-1		
72	Drafting & Design					A-152/C-4		A-53/C-9
73	Engineering			A-6		A-204		
74	3-D Modeling and Design							C-4
75								
76		CM	EM	KV	NM	SM	WC	YC



	A	B	C	D	E	F	G	H
115		CM	EM	KV	NM	SM	WC	YC
116	<b>NATURAL RESOURCES</b>							
117	Horticulture - Sustainable Agriculture			A-3		A-142		
118	Marine Science					A-144		
119	Water Treatment Technology				A-6/C-1			
120								
121		CM	EM	KV	NM	SM	WC	YC
122	<b>PUBLIC SAFETY</b>							
123	Criminal Justice	A-184/C-28	A-77/C-1			A-203	A-42	A-72
124	Fire Science Technology		A-23/C-1			A-189/C-10		
125	Forensic Science	A-39						
126	Criminology	A-20						
127								
128		CM	EM	KV	NM	SM	WC	YC
129	<b>OTHER PROGRAMS</b>							
130	Career Studies	A-4	A-2	A-3	A-93		A-9	A-4
131								
132	Early College 2020-21	1005	551	1349	301	1209	132	838
133	Maine Quality Centers/non-credit short-term training*	1,223	3,097	43	628	1,081	122	83
134								
135								
136	* MQC graduates in 2020-21							



February 15, 2021

## Appendix E

Senator Matthea Daughtry  
Representative Michael Brennan  
Joint Standing Committee on Education and Cultural Affairs  
100 State House Station  
Augusta, ME 04333-0100

Dear Senator Daughtry and Representative Brennan:

Public Law 2015, Chapter 261 created the Public Higher Education Systems Coordinating Committee. The Committee is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System and the Maine Community College System. It is also charged with submitting a report of its work to the Joint Standing Committee on Education and Cultural Affairs and to the Governor annually on February 15.

Our report for 2020 is attached. It details the ongoing partnerships and planning by the two systems over the past year in support of the State's goal to increase the higher education attainment rate in Maine so that by 2025, 60% of Mainers will hold postsecondary education or workforce credentials that position Maine and its families for success. The dual COVID-19 public health and economic crisis has only reinforced the importance of our institutions to Maine's people and economy and requires us to continue to find new ways to collaborate, especially given the financial impacts to our systems and the State that have further constrained public resources.

As we believe the report makes clear, we continue to work together 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 by tuition and taxpayers. We take seriously our respective responsibility to accelerate Maine's economic recovery and imperative for equity and support the relevant recommendations of the Economic Recovery Committee, including to: invest in higher education and degree attainment, prioritize accessible and affordable education and training for working adults, prepare workers for Maine's innovative and high-demand sectors, and expand internship opportunities linked to higher education.

We look forward to meeting with the Committee to discuss our continued collaborations and how we can partner with you to advance these recommendations and all Maine people.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Malloy".

Dannel Malloy  
Chancellor  
University of Maine System

A handwritten signature in black ink, appearing to read "David Daigler".

David Daigler  
President  
Maine Community College System



## **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, 2021**

### **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 meets at least two times per year and 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 sixth, 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 by tuition and taxpayers. It details how the two systems are working in close partnership with each other and, through MaineSpark, a statewide coalition of organizations, to increase the higher education attainment rate in Maine so that by 2025, 60% of Maine adults will hold postsecondary education and workforce credentials that position them and our state's economy for success.

As we encounter new challenges posed by the dual COVID-19 public health and economic crisis, 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 MCCS are working 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 49.5 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 Aspirations (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**

The UMS and MCCS have entered into a data sharing agreement to facilitate the implementation of a new online early college application program, known as ExplorEC. Developed and administered by the software company Canusia, ExplorEC will allow Maine students and their families, as well as school administrators and counselors to have a single point of entry to the full suite of early college course offerings across the state's 14 public universities and community colleges. Not only will this create a seamless experience for

students and help them access the full range of course options available to them across the state, but it will better allow high school and college advisors and administrators to guide and monitor the selection of courses so that there is purposeful selection. It will also assist our systems' ability to enforce the current 12 credit total (between both UMS and MCCS) limit on free early college tuition per State statute and submit reports and reimbursement requests to the Maine Department of Education.

UMS led in the deployment of ExplorEC and to best serve schools and students and support our inter-system collaboration, invited MCCS to partner in adopting the platform. MCCS early college will be fully integrated with ExplorEC in March of 2021. Full implementation of this joint application system will further 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 MCCS 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 in the fiscal year. The two systems are working closely together and with the Maine DOE 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.

- **Inaugural Maine Early College Symposium**

In May of 2020, the UMS, MCCS, and Bridge Academy programs had planned to host an Early College Symposium at the University of Maine with the theme "Equity and Access in Maine's Public Early College Programs." This event was cancelled due to COVID-19 but has been rescheduled for May of 2022. Attendees will include secondary school officials and teachers, college-level staff and administration, college access groups, Maine DOE staff and administrators, and UMS and MCCS system-level representatives.

In addition, staff from MCCS and UMS co-presented at a national conference on the proactive and collaborative strategy for intentional and effective early college course selection.

## **B. Adult Attainment**

The MCCS 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, regardless of whether it is through Maine's public universities and community colleges.

In addition to that work, the systems are collaborating on several projects to expand opportunities for Mainers to earn credentials of value and to have access to career pathways through UMS and MCCS. An ongoing initiative led by the UMS and funded by the Lumina Foundation is **All Learning Counts (ALC)**, which is a partnership of 11 of the state's leading education and workforce development organizations including MCCS that are focused on increasing the educational attainment of the workforce to fill the jobs that will grow the economy and provide a high quality of life for Maine's people. The project focuses on identifying and meeting the needs and barriers of Maine's under-represented populations in credential attainment, with a focus on four groups: people of color, Native Americans, those who are incarcerated, and low-income learners. The ALC partnership is working to develop and implement credentialing pilot programs to test new ways to meet the needs of under-represented groups with a particular focus on developing and awarding microcredentials and building credential pathways.

ALC builds upon the microcredential framework developed collaboratively by the **Maine State Badge Eco-System**, a joint initiative of MCCS and UMS. Microcredentials, a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills, are being integrated by both systems as first-step credentials on learning pathways, as mastery pathways for professional development, and everything in between. These credentials indicate mastery of soft skills such as student leadership, hard skills such as IT Information Help Desk, or complementary skills to other credentials such as Information Literacy. As a part of that work, both systems entered into joint request for proposals for a microcredential platform (BADGR) and worked collaboratively to implement the system. BADGR is a very robust platform that 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.

The systems' microcredential work aligns to the development of the Credential Registry across New England. Supported by the New England Board of Higher Education and the Credential Engine, UMS and MCCS are working together with representatives from three other New England states to build out a national database of postsecondary credentials. The initiative will make the higher education marketplace as accessible and transparent as possible to potential students and to employers.

This winter, in collaboration with the UMS, MCCS has launched a research study specific to adults in Maine who started at a Maine community college or UMS university but did not complete their degree or credential. One of the expected goals 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 MCCS 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. To that end:

- A comprehensive **block transfer** agreement between the two systems that went into effect in Fall 2016 continues to make it possible for students enrolled in the associate in arts degree at any one of the state's community colleges and public universities to transfer up to 34 credits of their general education requirements, for full credit, to any of the other institutions within the two systems.
- In addition to the block transfer agreement, other articulation agreements (Appendix C) between the two systems are designed to ensure that students are able to earn all of the college credits and credentials to which they are entitled. The MCCS/UMS **reverse transfer** agreement enables MCCS students who transfer to the UMS before earning a community college credential to transfer credits earned at the UMS back to the community college to complete their MCCS degree or certificate.
- The two systems are discussing the creation of broad transfer pathways within a range of disciplines (e.g., arts and humanities, STEM, healthcare, etc.). As envisioned, these **guided pathways** would lead from community college to a corresponding path at the UMS. Such pathways are designed to provide students with an early and clear road map of the courses they need to take to complete a degree in as timely and cost-effective a way as possible and to provide them with guidance and support to help them stay on their chosen path.
- Although delayed by COVID-19, the two systems continue their work to build and implement **mathematics pathways** that are closely aligned with and relevant to a student's career aspirations and enable them to make timely progress towards completion of a certificate or degree. With the curricula and learning outcomes of UMS and MCCS foundational math courses more closely aligned, students transferring between the two systems will be better prepared to succeed in these courses, will not repeat course content in the math sequence across colleges, and will be on track to earn a bachelor's degree in two years (assuming they have earned an MCCS associate degree). The math pathways initiative is also aligned with efforts to create the guided pathways mentioned above. With math alignment between the MCCS and UMS completed, these math pathways are the foundation for the development of guided pathways. The effort is supported by the Charles A. Dana Center at the University of Texas, Austin and is part of a nationwide initiative to foster student success and increase college retention and completion.

Additionally, Maine is one of 20 states participating in a national initiative to create clear and complementary alignment in mathematics from secondary to post-secondary education. As a part of the Collaborative Board of Mathematical Sciences High School to College Mathematics Pathways: Preparing Students for the Future, the Systems have formed the Maine Math

Pathways Collaborative (MMPC), a partnership of the MCCC, UMS, Educate Maine, Somerset CTE, and the Maine DOE. The goals of the collaborative are to articulate and align multiple math pathways between high school and higher education, align workforce needs in mathematics; recommend strategies to improve data gathering and evaluation; and develop and implement a pilot for multiple math pathways in Maine. MMPC held its first statewide meeting in October and has engaged school districts and constituent sectors across Maine.

- Finally, the two systems have adopted a common online cloud-based learning management system (LMS), Brightspace from D2L. This application supports blended and fully online courses through a learning environment, learning repository and ePortfolio. Using a common application has allowed the systems to collaborate in its implementation and on professional development for users. It will also provide our students with a common online experience, which we hope will impact student success especially for those who transfer between the two systems. We also hope to use Brightspace to support learning outcomes assessment and to provide opportunities for sharing curriculum.

## **D. Transfer and Articulation Agreements**

Every year, some 650 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 more than 165 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. Examples include:

**Connected Pathways:** This agreement with the University of Southern Maine (USM) provides students enrolled in selected programs at Central Maine Community College (CMCC), Southern Maine Community College (SMCC), and York County Community College (YCCC) with a clear pathway and streamlined admission to compatible programs at USM upon completion of their associate degree. USM provides participants with advising and support services, waives its application fee, and guarantees enrollment as a junior to a compatible program of study for those community college graduates who maintain an overall grade point average of 2.0 or higher. Among its many benefits, the program is designed to keep students in some 25 programs of study from having to take unneeded credits once enrolled at USM. Through Connected Pathways, the schools have also created a professional community of practice to share strategies and create coordinated efforts to remove barriers and improve student completion and transfer.

**Pathway to the Future:** The Washington County Community College (WCCC) and the University of Maine at Machias (UMM) Pathway to the Future/Dual Admission Program codifies the curricular pathways available to Downeast students who wish to start their college career at WCCC and then matriculate into specific programs at UMM. The program provides mutual academic support for students, joint enrollment between the two institutions, and other collaborative projects.

## **E. Shared Academic Programs, Services and Facilities**

UMS and MCCS 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:

### **1. Shared Academic Offerings**

- The University of Maine at Farmington (UMF) partners with SMCC to deliver its Early Childhood Education B.S. degree on the SMCC campus. Birth-5 and Pre-K-3 certification programs, as well as the Early Care and Education track are available to all participants. Students may be graduates of SMCC's associate degree program in Early Childhood or they may be working, place-bound individuals living in the southern Maine area. SMCC provides classroom space and UMF faculty deliver the courses through a hybrid delivery format which is helping to address the early childhood educator workforce shortage.
- The University of Maine at Fort Kent and MCCS are piloting an agreement to enable Associate of Science (AS) Nursing students to enroll in up to four RN-to-BSN courses while still enrolled in their AS program. The selected courses will be adjunctive to AS nursing courses but will not compete with the AS curriculum. This program will enable students who choose this option to reduce both the time and cost of an RN to BSN program.
- WCCC has completed multiple pathway agreements with the University of Maine at Augusta (UMA) including in Business, Human Services and Computer Technology.
- WCCC and UMM offer a shared program in Medical Assisting at the UMM Campus; WCCC's Medical Assisting courses are delivered at UMM and the students take academic courses through UMM.
- Northern Maine Community College (NMCC) and University of Maine at Presque Isle (UMPI) have a Student/Course Exchange Program that allows students, faculty and staff to take up to six credits hours and pay the lower rate of tuition at the host institution. UMPI/UMFK are also currently establishing a joint admissions office on-site at NMCC to support transfer between the two systems.
- NMCC has created a Water Treatment Technology Program, included in the program are two environmental science courses that will be provided by UMPI.
- Kennebec Valley Community College (KVCC) works closely with University of Maine (UM) Cooperative Extension and collaborates on delivering short business and industry training on agricultural business and technology topics throughout the year. This includes strengthening connections between MCCC Hinckley Farm and UM Extension to support both credit-bearing courses and non-credit training.

- YCCC's Computer Science department is working closely with UMA's Cybersecurity and Computer Science programs to establish a cybersecurity certificate at YCCC. This includes YC faculty being trained as a Train-the-Trainer at UMA's Cyber Range and utilizing the cyber security lab for training and development in real-world scenarios.

## **2. Shared Facilities and Services**

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. Last year, the UMS, MCCC, Maine Maritime Academy (MMA) and the State of Maine entered in a contract with Gordian to provide a common data-driven facility benchmarking and analysis process across their respective physical plants, allowing for strategic planning and prioritization of public investment to address our backlog of deferred maintenance that is well in excess of \$1 billion.

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. Meanwhile, UMS and MCCC off-campus centers are co-located in East Millinocket, Ellsworth, Houlton, and at Brunswick Landing where SMCC's MidCoast campus and UMA's University College at Bath/Brunswick work in close collaboration. Co-location has many benefits. For example, EMCC's Associate of Science in Nursing began in Fall of 2019 in Ellsworth along with the start of UMA's Bachelor of Science in Nursing at that center. This will allow for collaborative offerings of some of the general education requirements for both programs. UMS and MCCC provide access to office equipment and space to staff from the Maine Educational Opportunity Center (MEOC), a federally funded initiative under Title IV that promotes access to postsecondary education for traditionally underrepresented populations.

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 UM's Fogler Library. They also try to coordinate storm and other closings when it is prudent to do so.

## **F. COVID-19 Response**

The COVID-19 pandemic that dominated the period of time covered in this report has undoubtedly forever changed higher education. It has also reinforced the central importance of Maine's public postsecondary systems to the stability and success of the state's citizens and economy, and thus, our responsibility to continue finding new ways of working together to meet state needs, especially given constrained financial resources.

Throughout the pandemic, leaders from both systems were in regular communication, sharing best practices and information between our systems and with the Maine CDC and Maine DOE, from technology deployment (including parking lot Wi-Fi hot spots) to distribution of federal emergency student relief to testing strategies. In addition, the UMS Chancellor initiated and led an effort for all Maine colleges and universities, including private institutions, to share information at the start of the pandemic and to develop a shared framework of common principles to guide reopening that was provided to the Governor, legislators and the Economic Recovery Committee.

Ultimately, the two systems had different approaches in reopening their institutions to in-person teaching and learning that were appropriate given their unique missions, and experienced divergent impacts on enrollment.

### **III. Different Missions. Shared Goals.**

The University of Maine System and the Maine Community College System together enrolled 45,092 students in Fall 2020 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 5,900 out-of-state students annually, provides community-sustaining service, and builds Maine’s economy through innovative research and development. Since 2011, UMS has conferred 55,982 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 more than 40,000 people, more than 10,000 of them in healthcare programs, including our top-ranked nursing program. Graduates are well prepared to enter the workforce – or continue their education: 72% 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

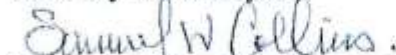
Whereas, the Boards of Trustees of UMS and MCCS each find and agree that it is in their mutual interests to complement each System's efforts to achieve the best educational outcomes for students and maximize degree attainment for Maine's citizens and workforce with relevant, accessible and affordable 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 15<sup>th</sup> day of December, 2016.

University of Maine System

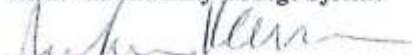


Samuel W. Collins, Chair, Board of Trustees



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).*

<b>Central Maine Community College</b>	
<b>CMCC Degree</b>	<b>Transfer Degree</b>
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.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Human Services	UMF B.S. in Rehabilitation Services
A.A.S. in Physical Fitness Specialist	USM B.S. in Health Sciences
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.A.S. in Physical Fitness Specialist	UMS B.S. in Health Sciences
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	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	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Human Services	USM B.A. in Psychology Early Childhood Studies Concentration
A.S. in Computer Technology	USM B.S. in Information Technology
A.A.S. in Computer Technology	USM B.S. in Technology, Concentration in Information and Communications Technology
A.A.S. in Precision Machining Technology	USM B.S. in Technology Management, Concentration in Precision Manufacturing

<b>Eastern Maine Community College</b>	
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

<b>Kennebec Valley Community College</b>	
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

<b>Northern Maine Community College</b>	
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 Computer Aided Drafting Technology (Engineering Design Technology)	UMFK B.S. in Business Management
AAS Computer Electronics (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 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
<b>Southern Maine Community College</b>	
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 Accounting
A.S. in Business Administration	USM B.S in Entrepreneurship
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. International Business
A.S. in Business Administration	USM B.S. in Risk 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)
<b>Washington County Community College</b>	
Core Exceptions for Transfer Students	UMM
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Business Management	UMA B.S. in Administration, Business Administration Management, or Business Administration Accounting
A.A.S. in Computer Technology	UMA B.S. in Computer Information Systems
A.A.S in Human Services	UMA B.S. in Mental Health and Human Services
A.A.S. in Adventure Recreation & Tourism	UMM B.S. Recreation & Tourism Management
A.A.S. in Business Management	UMM B.S. in Business and Entrepreneurial Studies
A.A.S. in Early Childhood	UMA B.A. Liberal Studies, Education Pathways



<b>York County Community College</b>	
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 Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Criminal Justice	UMFK B.S. in Public Safety Administration
A.A.S. in Health Information Management	UMFK B.S. in Business Management
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
A.A.S. Veterinary Technology	UMA B.S. in Veterinary Technology

\*Agreement in process



OFFICE OF THE PRESIDENT  
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## Appendix F

October 13, 2021

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 FY21 (July 1, 2020 to June 30, 2021).

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."

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](mailto: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



# Maine Community College System

## Maine Quality Centers Program FY21 Annual Report

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

### 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.

Since its inception, the program has served **289** new or expanding Maine businesses, **28,825** Maine people have been trained for new positions, upgraded skills, and incumbent workers across the state have upgraded their skills.

MQC provided the following support to Maine employers, incumbent workers, and new hires through projects active between July 1, 2020 and June 30, 2021:

### FY21 Project Activity

• Total active projects:	105
• MQC project expenditures:	\$3,018,873
• Industry match investment:	\$2,652,854
• Total MQC investment in projects:	\$5,671,726
• Total trained as of 6/30/2021:	6,277
• Total new jobs created as of 6/30/2021:	1,677
• Increase over FY20 trained:	73%

An additional 1,283 individuals began training in FY21 that will complete their training in FY22. These numbers will be included in the FY22 annual report.

## **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.

The program is managed and coordinated by a Chief Workforce Development Officer. Individual project services are 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. The program's budget for FY21 was **\$1,084,372**, and an additional **\$548,356** for the Put ME to Work initiative. In March 2020, the Maine Legislature authorized an additional \$2.5 million to the Maine Quality Center grant program in one-time funding, which is currently being used to enhance additional training opportunities for Mainers adversely affected by COVID-19. Part of those new funds were spent the previous fiscal year (March to June 2020).

The program utilizes five approaches to meeting the training needs of Maine's workforce:

- **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 FY21, 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 attached.

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, manufacturing, welding, healthcare, food service, resume building and interview skills, SERV Safe, tool safety, financial management, electricity, marine design, and high-pressure boiler training.

- **Incumbent worker training**: Based on the need for greater incumbent-worker training options, as identified by the 126<sup>th</sup> 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 seven years, this offering has served **78** 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.

- **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 these types of trainings are as follows: medical assisting, AEMT/EMT, manufacturing technician, welding, CNA, and phlebotomy. MQC grants funded the costs of instruction for these programs that trained a total of **648** individuals.
- **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 FY21, additional programs were added with LPN Consortium, mechanized logging, and St. Croix Tissue.
- **COVID-19 Projects**: In response to the sudden economic impact of the pandemic, and through the Governor's Executive Order dated March 27, 2020, MQC quickly launched 47 new online training programs in the medical and information technology fields. These training opportunities provided Mainers the ability to take programs online, at their own pace, and prepare them to acquire a credential of value. In May 2020, we worked with HospitalityMaine to create and implement COVID-19 Readiness Badging for the hospitality industry. That training began on May 26, 2020 and by June 30, 2020, **2,125** individuals were trained and awarded a micro-credential. During FY21, we issued an additional **1,512** COVID-19 Readiness Badges for the hospitality industry. MQC also worked on COVID-19 Readiness Badging for Ski Maine, Goodwill of Northern New England, and the Maine Indoor Air Quality Council, with a total of **851** badges being issued to individuals who completed the training.

The attached table provides an overview of all MQC projects that received funding in FY21 (July 1, 2020 to June 30, 2021.)

# MAINE QUALITY CENTERS

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

## FY 21 Projects and Trainee numbers

Campus	Business Location	Business Served	Currently in Training	Number of Trainees	New Hires	Expenses	Match	Total
						MQC Only	Amount	Expenses
CMCC	State-wide	Behavioral Health Professional Certification-Covid-19-14602		35	*	\$10,131		\$10,131
CMCC	State-wide	Behavioral Health Professional Certification-Covid-19-14660**	48		*	\$210		\$210
CMCC	State-wide	Black Bear Support Services-BHP-14606		25	*	\$15,084		\$15,084
CMCC	State-wide	Child Development Associates-14659**	20		*	\$0		\$0
CMCC	State-wide	Child Guidance Badge Pathway-14650**	33		*	\$2,333		\$2,333
CMCC	Auburn	Community Concepts, Inc.-14532		15	*	\$2,116	\$2,116	\$4,232
CMCC	State-wide	Ed2Go-Covid-19 Training-14587		231	*	\$41,619		\$41,619
CMCC	State-wide	Goodwill Covid Readiness Badge-14626		375	*	\$33,043		\$33,043
CMCC	State-wide	MaineHealth-CNA-14644**	30	6	*	\$10,336		\$10,336
CMCC	State-wide	Microsoft Office Specialist & Child Development Associate-14614 (Covid)		90	*	\$176,685		\$176,685
CMCC	Jay/Auburn	Otis Federal Credit Union-14568**	21		*	\$8,317		\$8,317
CMCC	Auburn	Panolam-14578**	19		*	\$0		\$0
CMCC	State-wide	Phlebotomy Hybrid-14645		8	*	\$7,924		\$7,924
CMCC	State-wide	Phlebotomy-Covid-19-14595		29	*	\$16,266		\$16,266
CMCC	State-wide	Phlebotomy-Covid-19-Live-Sticking-14627		8	*	\$3,498		\$3,498
CMCC	State-wide	PMT Digital Badge Academy-14655**	10	4	*	\$16,789		\$16,789
CMCC	State-wide	Precision Machining Training-14631**	12	5	*	\$28,033		\$28,033
CMCC	State-wide	Ski-Maine Covid Readiness Badge-14628		384	*	\$8,332		\$8,332
CMCC	State-wide	Supervisory Training-14622		8	*	\$7,551		\$7,551
EMCC	State-wide	AEMT-14618		28	28	\$101,775		\$101,775
EMCC	Hermon	Allen Farm Fence-14544		31	*	\$0		\$0
EMCC	State-wide	CNA-Covid-19-14604		5	5	\$12,138		\$12,138
EMCC	East Millinocket	CNA-KHEC-Covid-19-14605		9	9	\$9,815		\$9,815
EMCC	Searsmont	Eccor-14493		8	*	\$11,587		\$11,587
EMCC	State-wide	EMCC-July to October 2020-14617		28	28	\$73,846		\$73,846
EMCC	State-wide	Hospitality Maine Badges-14636		1512	*	\$33,564		\$33,564
EMCC	State-wide	Maine Indoor Air Quality Badge-14641		92	*	\$26,412		\$26,412
EMCC	State-wide	MHRT-C-Covid-19-14611		7	7	\$26,235		\$26,235
EMCC	Lincoln	MIG Welding Region 3-14580		12	4	\$0		\$0
EMCC	Brewer	Nyle Systems, LLC-14571		4	*	\$5,329		\$5,329
EMCC	Pittsfield	Puritan Medical Products Round 1-Covid-19-14616		195	195	\$166,259	\$173,521	\$339,780
EMCC	Pittsfield	Puritan Medical Products Round 2-Covid-19-14630		100	100	\$60,813	\$88,985	\$149,798
EMCC	Pittsfield	Puritan Medical Products Round 3-Covid-19-14630		580	580	\$203,125	\$516,108	\$719,233
EMCC	Pittsfield	Puritan Medical Products Round 4 - Covid-19-14616		457	457	\$151,562	\$406,661	\$558,223
EMCC	State-wide	Substance Abuse Tech-Covid-19-14612		21	21	\$28,482		\$28,482
EMCC	Brewer	W.S. Emerson-14570		8	*	\$5,426		\$5,426
KVCC	Fairfield	AEMT-14615		13	*	\$44,251		\$44,251
KVCC	State-wide	CNA-Covid-19-14601		11	*	\$19,070		\$19,070
KVCC	Fairfield	CNA-Northern Light Health-14623**	40		*	\$43,854		\$43,854
KVCC	State-wide	EMS-Covid-19-14610		15	*	\$42,851		\$42,851
KVCC	Fairfield	Heavy Equipment-14512		4	*	\$11,546		\$11,546
KVCC	Fairfield	Landscaping Training-14632**	20		*	\$7,114		\$7,114
KVCC	State-wide	Liberty FD-EMT-14652**	20		*	\$14,950		\$14,950
KVCC	Fairfield	Motivational Services-14362**	10		*	\$7,462	\$7,462	\$14,924
KVCC	Fairfield	Reed & Reed-14658**	48		*	\$17,163		\$17,163
KVCC	Augusta	Spectrum Generations-14619**	20		*	\$2,477	\$826	\$3,302
KVCC	Fairfield	Welding-14429**	20		*	\$6,452		\$6,452
NMCC	Presque Isle	CDL-14584****	2	2	*	\$83,383		\$83,383
NMCC	Presque Isle	Critical Care Transport Training Academy-14576		27	*	\$7,261	\$8,427	\$15,687
NMCC	State-wide	Ed2Go-Covid-19-14591****	59	24	*	\$39,361		\$39,361
NMCC	Online/Presque Isle	EMS-Covid-19-14607		12	6	\$27,468		\$27,468
NMCC	Presque Isle/Houlton	LPN Consortium #2-PMTW-14564**		24	*	\$117,550	\$145,400	\$262,950
NMCC	Caribou	Porvair-14547**		41	*	\$4,830		\$4,830
NMCC	Passadumkeag	Professional Logging/Mechanized Logging #4-14581		9	8	\$191,912	\$535,729	\$727,641
NMCC	Milford/Passadumkeag	Professional Logging/Mechanized Logging-14661**	16		*	\$41,343	\$522,200	\$563,543
NMCC	Madawaska/Presque Isle	Twin Rivers Paper Company, LLC-PMTW-14562****	300	489	*	\$39,831	\$39,831	\$79,662
SMCC	Portland	B&M-14541		5	5	\$0		\$0
SMCC	Brunswick	Bath Iron Works-14535-50% match		168	147	\$25,542		\$25,542
SMCC	Brunswick	Bath Iron Works-Manufacturing Tech & Welding-PMTW-14620*	150	185	52	\$146,648	\$190,475	\$337,123
SMCC	Brunswick	Bath Iron Works-Marine Design-14665****	30	16	*	\$2,383		\$2,383
SMCC	Portland	Casella Waste Systems, LLC-14582****	40	41	*	\$5,898		\$5,898
SMCC	Brunswick	Firefighter I & II training-14651**		29	*	\$16,586		\$16,586
SMCC	Portland	Greater Portland Community Health-14558****	76	34	*	\$2,221		\$2,221
SMCC	Brunswick	Guardian Pharmacy-14542****	6	12	*	\$0		\$0
SMCC	Falmouth/South Portland	Hallett Canvas and Sails, Inc.-14598****	12	6	*	\$0		\$0

# MAINE QUALITY CENTERS

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

## FY 21 Projects and Trainee numbers

Campus	Business Location	Business Served	Currently in Training	Number of Trainees	New Hires	Expenses	Match	Total
						MQC Only	Amount	Expenses
SMCC	State-wide	Hospitality for New Mainers-14647****	15	9	*	\$17,663		\$17,663
SMCC	State-wide	Keep Maine Healthy Ambassadors-14637		8	*	\$9,889		\$9,889
SMCC	South Portland	MaineHealth/NorDX Phlebotomy-14555		84	*	\$1,882		\$1,882
SMCC	South Portland	MaineHealth-Surgical Technology-14648**	32	0	*	\$119,407		\$119,407
SMCC	South Portland	Medical Assisting-14509****	15	15	*	\$14,050		\$14,050
SMCC	South Portland	Medical Assisting-14540		10	*	\$32,044		\$32,044
SMCC	State-wide	Medical Assisting-Covid-19-14638		21	*	\$0		\$0
SMCC	State-wide	Metrix Learning-Covid-19-14600**		309	*	\$11,897		\$11,897
SMCC	Portland	Paradigm Windows Solutions-14539		43	*	\$110		\$110
SMCC	Portland	Paradigm Windows Solutions-14543		2	2	\$74		\$74
SMCC	State-wide	Pharmacy Technician-Covid-19-14640		7	*	\$42,600		\$42,600
SMCC	South Portland	Phlebotomy-14645**		41	*	\$27,365		\$27,365
SMCC	East Boothbay	Washburn & Doughty-14583		13	*	\$12,217		\$12,217
SMCC	State-wide	Wayfair-14625**		13	*	\$41,577		\$41,577
SMCC	South Portland	Yamaha University 2021-14639****	12	10	*	\$24,264		\$24,264
WCCC	State-wide	Behavioral Health Professional-Covid-19-14588		25	*	\$8,176		\$8,176
WCCC	State-wide	Business of Lobsters-14657****	28	3	*	\$6,740		\$6,740
WCCC	State-wide	Certified Production Techs-Covid-19-14589		6	*	\$26,697		\$26,697
WCCC	Calais	Commercial Fisheries & Marine Technology-14609**	18		*	\$32,428		\$32,428
WCCC	Machiasport	Cooke Aquaculture-14656****	1	4	*	\$4,928	\$2,985	\$7,913
WCCC	State-wide	Dental Assistant-Covid-19-14572		6	3	\$4,204		\$4,204
WCCC	State-wide	Drug & Alcohol Counselor-14624****	70	22	*	\$84,965		\$84,965
WCCC	Machias	EMT-14642		4	2	\$12,334		\$12,334
WCCC	State-wide	Hospitality Maine-14567		21	*	\$1,023		\$1,023
WCCC	State-wide	Medical Coder-14573***		12	*	\$0		\$0
WCCC	State-wide	Medical Coder-Covid-19-14592		11	*	\$1,478		\$1,478
WCCC	State-wide	Medical Insurance Specialist Biller-Covid-19-14593		8	*	\$1,510		\$1,510
WCCC	Baileyville	St. Croix Tissue-PMTW-14575 **	24		*	\$9,907	\$9,136	\$19,042
WCCC	State-wide	Substance Use Disorder-14653**	25		*	\$20,223		\$20,223
WCCC	State-wide	Substance Use Disorder-Groups-PMTW-14634**	7		*	\$6,634		\$6,634
WCCC	State-wide	Substance Use Disorder-Groups-PMTW-14654**	6		*	\$2,993	\$2,993	\$5,985
YCCC	Wells	Caron Engineering-2020-14629		12	*	\$15,119		\$15,119
YCCC	Wells	Caron Engineering-2021-14643		11	11	\$6,024		\$6,046
YCCC	State-wide	Certified Medical Administrative Assistant-14649	12	3	*	\$29,674		\$29,674
YCCC	State-wide	Certified Medical Biller and Coder Specialist-Covid-19-14596		12	*	\$6,572		\$6,572
YCCC	State-wide	CNA-Covid-19-14608		3	3	\$17,199		\$17,199
YCCC	State-wide	MaineHealth-Medical Assisting Apprenticeship-14621		4	4	\$25,652		\$25,652
YCCC	State-wide	Pharmacy Technician-14594		7	*	\$3,833		\$3,833
YCCC	State-wide	Phlebotomy-May to June-14603		31	*	\$61,381		\$61,381
YCCC	State-wide	Welding-14662**	12		*	\$0		\$0
		<b>Totals</b>	<b>1283</b>	<b>6277</b>	<b>1677</b>	<b>\$3,018,873</b>	<b>\$2,652,854</b>	<b>\$5,671,748</b>
		<b>Number of Active Projects</b>		<b>105</b>				

If additional information is needed please contact Dan Belyea via email at dbelyea@mccs.me.edu

\* Actual new hire figures were not available as of the publication of this report

\*\* Preparation Fees/Training started in FY21 and continues into FY22

\*\*\* Preparation Fees/Training started in FY20 and finished in FY21

\*\*\*\* Training had some completers in FY21