

Increasing Short-Term Training that Leads to Industry Recognized Certifications and Credentials of Value in High-Skill, High-Demand Occupations

Report of Activities Covering January 1, 2019-June 30, 2020

This 3-year, \$3.6 million grant from the Harold Alfond Foundation to The Foundation for Maine's Community Colleges is designed to build the **long-term capacity** of Maine's community colleges to expand and improve both local and statewide delivery of short-term skills training that produces industry recognized certifications for high-demand skills and occupations. At the same time, it supports the **immediate development and delivery** of new training curricula, new trainers, new industry recognized certifications and new pathways between non-credit and credit offerings in four of the state's six recognized high-demand occupations: health care; information technology; industrial trades; and construction.

I. Long-term capacity building

The grant invests in developing the capacity of the Maine Community College System to expand short-term training for both individuals and employers across Maine. These investments include:

Staff

The grant is funding three positions to support the development and expansion of MCCA short-term training and credit offerings that serve the needs of Maine's adult learners and the state's employers. All three positions were filled by summer 2019. A summary of the qualifications of these team members is included in Appendix A. Their work has focused on the following:

- **Deputy Executive Director of Workforce Training: Charles Collins, Ed.D.**
Charlie has led the MCCA workforce division's implementation of the short-term training initiatives funded by the grant. This work has included a review and redesign of the policies and procedures associated with all MCCA training programs and has resulted in new guidelines for colleges seeking funding to launch new programs; new memoranda of agreement between MCCA and the colleges that are delivering the training; a streamlined student intake form/application; and new outcome measures. He has provided coaching and advising to college staff leading campus-based grant funded activities, and he has assisted them in responding quickly and creatively to the challenges posed by COVID-19. In addition, he has been a key member of the MCCA team overseeing the development of a new workforce IT management solution and has earned the JobsEQ Certified User designation to deepen his ability to make full use of the software's data sets and applications.

- Executive Director of Academic Program Development: Staci Grasky, Ed.D.**

The executive director’s work in Y1 has focused on establishing and strengthening pathways from short-term training to future educational opportunities. Focusing on participants in HAF funded training, Staci and college staff have piloted a variety of interventions to encourage and support trainees in building on their newly acquired skills and continuing their education. Under Staci’s leadership, the team has developed new communication tools to introduce trainees to the potential next steps on their path, provided scholarship incentives to continue their education, and connected them with a college coach to help navigate the path to additional skill acquisition. Staci is also working with college teams to expand MCCS use of prior learning assessment. (Those efforts are detailed below in Section II.) As a result of COVID-19, colleges have had to pivot to entirely online new-student orientations. Staci led a system-wide team in creating a general orientation framework for each college to customize for their own use. A version of the orientation has been developed specifically for incoming adult and transfer students and [includes a video of current and former nontraditional-aged students giving advice to incoming students](#).
- Curriculum Designer: Joseph L’Africain, Ed.S.**

The curriculum designer has been instrumental in the development and expansion of MCCS digital badging/micro-credentialing, with a particular focus on providing marketable skills for those who are underemployed or unemployed. This work has included the development of new curriculum, assessments, and procedures and staff training at each of the colleges. The curriculum designer’s work has supported the development and delivery of 37 new badges in Y1 and has laid the foundation for the rapid expansion of many more in Y2. (More information about our badging initiatives is detailed below in Section II.) The position has also made it possible to develop responses to the education and training needs of specific underserved populations, including those who are incarcerated. Most recently, Joseph has led the rapid development of a training and micro-credential for those employed in Maine’s hospitality industry who have been severely impacted by COVID-19. In partnership with EMCC and Hospitality Maine, the Maine Quality Centers program has delivered training to over 2,125 Maine hospitality workers, providing them with the skills and knowledge necessary to return to work and enable businesses to reopen. His work has also included an inventory of all short-term trainings offered by MCCS over the past 20 years and development of a new curriculum to train tower technicians at Tillson Technology.

Other staff with day-to-day responsibilities for grant oversight and implementation include Dan Belyea, Chief Workforce Development Officer, and Helen Pelletier, MCCS Director of Strategic Initiatives.

Information technology

During the first months of the grant, MCCS undertook a comprehensive assessment of the capacity of the System’s IT infrastructure to support a single, systemwide, information management solution that would support registration, enrollment, tracking, and reengagement of those participating in short-term training and, at the same time, support the movement of those trainees into credit coursework and the System’s student information system. In November 2019, a team of system and college staff began working with an IT consultant to identify the specific requirements of the desired solution. The team issued an RFP in April, reviewed proposals in May, and in June selected D2L/CourseMerchant to partner

with MCCS to implement the solution. The solution offered by this partnership will not only provide the core functionality required by those engaged in workforce development, it will also work directly with Brightspace, our new Learning Management System (and a D2L product), to advance the development of more seamless pathways between our credit and non-credit offerings. The discovery phase of implementation is well underway and included a kickoff event in early July with nearly 70 participants, representing the many functional areas that will be involved in implementation at each of the colleges. The project is on track for implementation in November.

Public awareness

Grant funds have enabled MCCS to expand its statewide public awareness campaign to include a targeted focus on the workforce training opportunities available to both individuals and employers across the state. Immersion sessions with Ethos Marketing's creative team, a focus group with trainees, and photo and video shoots of students and employers at five of the colleges in March 2019 provided us with the insights and materials needed to identify and develop key themes and messages. The campaign focuses on adults and employers. Video shoots have captured interviews with employer partners at Northern Light Healthcare, Pratt and Whitney, Darling's Auto, St. Croix Tissue, a community credit union, a fire department, and more. Campaign pieces are posted to the MCCS Vimeo channel at <https://vimeo.com/mainescommunitycolleges>.

Ad buys in March and June 2020 included a focus on the short-term training options available at our colleges and included [profiles of adult learners participating in HAF funded training](#)¹. Beginning in March, our public awareness efforts were also focused on responding to the employment and economic challenges posed by the pandemic. This ad was developed and added to our media buy in late March: <https://vimeo.com/410220095>.

Labor market research

The grant has funded a subscription to Chmura Economics & Analytics' online labor market and employer data bases (JobsEQ) which has enabled our Office of Institutional Research to prepare detailed reports on the labor market demands of various industries and employers. The work has been used by our colleges and System leadership to identify existing and emerging trends and to better track the economic and labor market impact of COVID-19.

In January, the MCCS Office of Institutional Research, using JobsEQ, prepared customized datasets for each of our colleges to inform and advance discussions about populations and sub-groups across the state that are underrepresented in higher education and in the workforce. The data has also been extremely helpful to our ongoing student success work, especially as it relates to issues of poverty and equity.

The JobsEQ database has also enabled the MCCS Office of Institutional Research to support ongoing collaborative research with workforce development expert John Dorrer.

¹ A second video featuring a participant in a HAF training is available here: <https://vimeo.com/415278212>.

II. Immediate development and delivery of new short-term training

The grant is enabling MCCS to build and deliver new training programs in four high demand fields: health care, information technology, industrial trades, and construction.

New training:

The grant was originally designed to offer training in three occupational areas (IT, medical assisting, and welding/precision machining) to 112 individuals in FY20. But in response to strong demand and savings in other budget lines, MCCS—with HAF approval—has been able to increase the number of programs funded in Y1 from three to five. (Medical records and phlebotomy were launched in June 2020 in response to critical needs within the health care industry.) We also were able to add cohorts in IT and medical assisting. (EMCC’s medical assisting program received 235 applications for 40 spots in its first cohort. By adding a second cohort, we are serving an additional 20 trainees.)

As a result of these additions, the number of individuals served with Y1 funding is projected to nearly double, from the 112 originally proposed to 222. As of June 30, 2020, 84 had completed training, another 99 whose programs were slowed because of COVID-19 are underway and on track to complete, and 39 whose training was put on-hold because of the pandemic are scheduled to begin their Y1 funded training this summer or fall. At the same time, MCCS will launch an additional 21 grant-funded projects, serving 250 individuals, in Y2.

It is important to note that the table below represents all activity to be funded by Y1 funds. The Metrics Dashboard attached to this report captures only activities fully completed between July 1, 2019 and June 30, 2020.

Y1 Training Activity (July 1, 2019-present)

Training	College	Cohorts	Slots available	Enrolled as of 7.30.20	On hold (not yet enrolled)	# of completers	# on-track to complete
Computer Support	CMCC	6	78	73	15	45	13
Medical Assistant	EMCC	2	60	57	--	--	57
Medical Records	EMCC	2	20	10	10	--	10
Welding	KVCC	3	42	19	14	9	10
Medical Assistant	SMCC	1	16	9	--	9	--
Phlebotomy	SMCC	1	15	8	--	8	9
Welding	SMCC	1	12	12	--	11	--
Welding Trainer	KVCC	1	1	1	--	1	--
Phlebotomy Trainer	NMCC	1	1	1	--	1	--
TOTAL		18	245	190	39	84	99

[Photos from a number of the trainings are available here.](#)

Also in response to COVID-19, grant funds enabled us to provide participants in the medical assisting cohorts with access to academic coaching as their courses moved online and they faced unexpected challenges in their ability to persist in the program.

New training curricula: The grant is enabling MCCS to build and adapt new curricula for each of the trainings being offered by the colleges. It is also making it possible for the colleges to develop train-the-trainer curricula which will significantly expand the colleges' capacity to offer additional cohorts of trainings that are in high demand. In addition, the grant funded curriculum designer position has provided key support to the Maine Quality Centers and the colleges as they have begun a rapid expansion of the badges/micro-credentials they offer to key Maine industries, Maine State government, and individuals seeking to gain new job skills. These have included badges for the hospitality, retail, and outdoor recreation industries, the state's Health Ambassador program, and those incarcerated at the Maine State Prison who are in need of basic job skills in order to enter the workforce upon their release. (More detail about the badging initiative is included in "New Pathways between Non-Credit and Credit Offerings" below.)

A number of these badges have been developed in response to the pandemic, and COVID-19 has required our colleges to adapt quickly and creatively in other ways as well. In March, MCCS requested of Governor Mills an Executive Order, which she issued, to provide MQC increased flexibility in its program requirements. These changes enabled MCCS to quickly launch 25 online training programs in areas of greatest need and demand, many of them in health care.

The shift to online learning has been especially challenging for our workforce development programs with their strong emphasis on hands-on learning and this includes the programs funded by this grant. One challenge is that many of our trainees who are unemployed or underemployed have little, if any, experience or comfort with new learning modalities. A positive aspect of the pandemic has been the need to develop new ways of delivering content. Some of the methods are not ideal; however, some provide unanticipated benefits and extend the reach of our instruction. For instance, the grant has enabled us to offer online training subscriptions that are giving trainees in the computer support and medical assisting cohorts the opportunity to develop competencies in a variety of areas that are typically outside the standard curriculum but carry value in the marketplace. For medical assisting trainees, these include advanced instruction in HIPAA regulations, infection control, and medical records release. Because the HAF participants have shown a real commitment to their training, we are pleased to be able to provide them with these additional resources to further enhance their skills and job prospects. We intend for some of these new strategies and resources to become a permanent part of our instructional delivery.

New trainers: Because the colleges were focused on building and launching their HAF funded training programs in fall 2019, efforts to train new trainers were scheduled to begin in the first half of 2020. As a result of COVID-19, only two of those trainings were able to complete (in precision machining technology at KVCC and phlebotomy at SMCC). The new KV trainer will be serve as an instructor as soon as the welding cohorts are able to resume training. The newly trained phlebotomy trainer at SMCC was immediately hired to assist with the college's phlebotomy training in June. The other six train-the-trainer projects that were originally planned for Y1 will be conducted in Y2, along with the other trainer projects already planned for Y2.

New industry recognized certifications: The Y1 grant funded programs (in information technology, medical assisting, and welding/precision machining) were all designed to include the option for successful completers to earn an industry recognized certification. The IT training programs include specific training that covers the basics of professional certification in one of two technical tracks: the Microsoft Certified Professional track (exam MD-100 Windows 10) and the Cisco Certified Network

Associate Exam (CCNA 200-301). The Medical Assisting training allows successful completers to earn their Certificate in Medical Assisting from SMCC and EMCC (an academic certificate), their Basic Life Support (BLS) certification, and it will prepare them to sit for either of the two credentialing exams: Registered Medical Assistant or Certified Medical Assistant. Welding trainees who successfully complete their training will be offered the opportunity to earn the American Welding Society (AWS) Certified Welder (CW) certification.

New pathways between non-credit and credit offerings:

The grant is supporting a number of pilot initiatives that are designed to support the movement of individuals along a pathway from workplace training to degree attainment and to provide important incentives and assistance for training recipients to continue working towards a college credential.

All successful completers of HAF funded training are being awarded a scholarship to cover tuition and fees for two credit-bearing MCCS courses. Completers are provided with detailed information about the scholarships and about courses that would allow them to continue to build on the skills acquired in training. Each scholarship recipient receives a congratulatory letter from President Daigler and is assigned a college advisor to assist with the application and course selection process. The advisor will be available to them throughout their period of study to provide guidance, support, and encouragement. Ninety-two percent of completers who responded to an exit survey indicated that they intended to take advantage of the scholarships.

As noted above, each of the grant funded training programs are designed to provide trainees with the opportunity to earn an industry recognized credential and, in the case of the CMCC Computer Support program, two badges (Information Literacy and IT Principles). As MCCS builds additional badges over the coming year, we expect to offer nearly all trainees in Y2 with the opportunity to earn an MCCS micro-credential along with specific industry recognized credentials. As the colleges expand their capacity to award credit for prior learning, trainees will more easily be able to combine these badges and credentials to earn college credit.

With support from the grant funded curriculum designer, the colleges have been able to rapidly accelerate development of its systemwide badging infrastructure. In FY20 this work expanded to include all seven colleges and the development of 37 new micro-credentials.

At the same time, MCCS is working in collaboration with the University of Maine System to create a statewide micro-credential ecosystem that will allow adult learners to scaffold skills and competencies offered by either system. To support this statewide micro-credential ecosystem, MCCS and UMS have partnered to develop and implement a common credential management platform that will enable both systems to issue, manage and track the credentials they award and, in the process, provide both learners and employers with a recognized digital platform for posting and sharing verified credentials.

With support from the Alford grant, the System has also launched a pilot project with three of our colleges to develop new onboarding processes that focus on identifying adult learners who may qualify for prior learning assessment and provide them with the guidance and support they need to acquire additional college credit through the PLA process. The colleges engaged in the pilot are also working with the Executive Director of Academic Program Development to build an online portfolio course that

will allow adults with work and life experience to demonstrate more easily their competencies and earn academic credit. Once developed, the course will be available to all seven colleges within the System.

HAF funding has also enabled our colleges to become members of the Council for Adult and Experiential Learning, a national association of PLA practitioners, who regularly discuss and share best practices.

We expect that the lessons learned from these and other strategies will allow us to strengthen our ability to help individuals move along educational pathways from short-term training to one-year certificates and two-year degrees.

III. Progress to date in other areas of grant activities:

Strengthened partnerships

Business and Industry

The Division of Workforce Training has significantly expanded its outreach to Maine employers over the past year and a half. The importance of these strengthened relationships has been evident throughout the course of the pandemic. Over the past four months, multiple stakeholders—both in the public and private sectors—have turned to MCCA to address critical workforce needs. These have resulted in the development of trainings and badges focused on the safe reopening of Maine industries, new short-term training offerings, and the development of training for the state’s new Health Ambassador program.

This past year, MCCA has also worked with more than a dozen of the state’s industry associations to survey their members and identify their specific workforce training needs. Over 75 employers from across the state responded to the survey, the results of which are being used to refine and inform MCCA workforce development offerings.

President Daigler has worked closely with FocusMaine to explore ways in which the community colleges can best support the talent development and recruitment needs of FocusMaine’s targeted industries: agriculture, aquaculture, and biopharmaceuticals. These efforts have included meetings between college presidents and the president of FocusMaine, along with tours of The Farm at KVCC and the life science labs at CMCC.

In addition, a number of Maine employers have partnered with the training programs funded by this grant to provide internships and employment opportunities. They include: Maine Health, Northern Light, Bath Iron Works, Alcom, and NITROTrailers.

MCCA/FMCC efforts to seek public and private investments to support development of short-term, non-credit offerings consistent with the grant.

MCCA efforts to secure increased funding for MCCA ongoing operations and workforce development resulted in a 3% increase (\$1.7 million) in MCCA operational funds for FY20, flat funding for FY21, and a \$2.5 million emergency appropriation for workforce development in response to the pandemic. Although Governor Mills recommended an increase in the system’s FY21 appropriation in her supplemental budget, the legislature was forced by the pandemic to adjourn before the budget could be considered.

MCCS efforts to consider and seek amendments to MQC and PMTW to better align the structure and funding of those programs consistent with the goals of the Grant;

Although such amendments to the Maine Quality Centers (MQC) and Put ME to Work (PMTW) programs have not yet been enacted by the legislature, MCCS was able to secure an Executive Order in late 2020 to suspend certain restrictions on job training funds managed by MQC. The suspension of these restrictions (addressing eligibility and employer matching funds) has given MQC more flexibility to provide far greater access to free online training for people who have been displaced by the pandemic. Based on the success of these efforts, MCCS will seek to make these changes in program requirements permanent in a coming legislature session.

Explore with FAME ways to improve access to and the affordability of higher education, particularly in regard to short-term, non-credit offerings tied to workforce needs;

President Daigler serves as Vice Chair of the FAME board and is slated to become Chair in November 2020. His work with FAME is heavily focused on improving access to and the affordability of higher education. He worked closely with FAME during the last legislative session to support the expansion of the Maine State Grant to cover the cost of non-credit training for participants.

Enhance and strengthen MCCS' relationship with JMG:

MCCS and JMG leadership met regularly in Y1 to expand and strengthen the relationship between the two organizations. MCCS and JMG continue to explore joint programming that would target the 38 percent of Maine students who do not enroll in college directly after high school graduation.

Effect sustained public funding by linking public funding to credit and non-credit attainment and employment.

This grant advances MCCS strategic efforts to link credit and non-credit programming in new and transformative ways that have the potential to become a national model. As we build this model, we are seeing increased interest and support from both the public and private sectors and a growing recognition of the central importance that short-term training must play in the state's economic recovery.

Most immediately, strong support for the workforce training system we are building is evident in the Governor's Economic Recovery Committee's recommendation to invest \$30 million in workforce retraining and targeted match-making programs through Maine's Community College System, Maine Quality Centers, and other partners.

At both the state and national levels, funding for training is increasingly targeting short-term programming in trade-oriented skills because it has rapid results, lower costs and greater impact.

As Maine and the nation work to overcome severe economic challenges, short-term training and pathways between non-credit and credit are widely viewed as key to recovery efforts. Through this grant and the continued work of our colleges to respond to the immediate needs of both individuals and employers, we continue to demonstrate that Maine's community colleges are a wise and critical long-term investment.

Appendix A

Grant Funded Personnel

- **Deputy Executive Director of Workforce Training: Charles Collins, Ed.D.**

Charlie previously served as Interim Associate Dean of Academics and Interim Director of Training and Workforce Development at SMCC. He has also served as State Director of the MCCS Early College for ME program, Interim President at WCCC, and Dean of Students at CMCC. Holds a bachelor's degree from the University of New Hampshire, a master's degree in business administration from Thomas College, and a Doctor of Education in Higher Education Leadership from Nova Southern University.

- **Executive Director of Academic Program Development: Staci Grasky, Ed.D.**

Staci has served as a member of the faculty and Associate Dean of Enrollment and Academic Support at SMCC. Previously, she served as Manager of Technology Education with the Muskie School of Public Service at USM. Most recently, while completing her Ed.D. in Educational Leadership, she has managed the MCCS Perkins Grant program and coordinated Systemwide professional development efforts related to technology, educational access, and student supports.

- **Curriculum Designer: Joseph L'Africain, Ed.S.**

Joseph holds an Ed.S. in curriculum studies from DePaul University and has 16 years of teaching experience at both two- and four-year colleges. He has worked in curriculum design at Mount Ida College and DePaul University, where he earned his master's degree in communications and his Ed.S.

Other staff with day-to-day responsibilities for grant implementation: Dan Belyea, Chief Workforce Development Officer, and Helen Pelletier, MCCS Director of Strategic Initiatives.

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Overview of Metrics Dashboard

July 1, 2019-June 30, 2020

Capacity

of full-time staff directly related to programming: 16

The grant has enabled MCCS to hire an additional 3 staff to develop new programming and expand system workforce training capacity. (See Appendix A.) Several of the colleges have also been able to add additional workforce staff, bringing the total in FY20 to 16.

trainers (prepared through grant funded train-the-trainer initiative): 2

Because the colleges were focused on building and launching their HAF funded training programs in fall 2019, efforts to train new trainers were scheduled to begin in the first half of 2020. As a result of COVID-19, only two of those trainings were able to complete. One was in precision machining technology at KVCC, and that trainer is expected to serve as an instructor for the welding programs as soon as they resume. A newly trained phlebotomy trainer at SMCC is helping to lead the phlebotomy training that began at the college in June. The other six training initiatives to prepare instructors will be conducted in Y2, along with the other train-the-trainer projects already planned for Y2.

of programs (funded by grant): 5

The grant was originally designed to offer training in three occupational areas in Y1 (IT, medical assisting, and welding/precision machining). But in response to strong demand and savings in other budget lines, MCCS—with HAF approval—has been able to increase the number of programs funded in Y1 from three to five. (Medical records and phlebotomy were launched in June 2020 in response to critical needs within the health care industry.) We also were able to add cohorts in IT and medical assisting. (EMCC's medical assisting program received 235 applications for 40 spots in its first cohort. By adding a second cohort, we are serving an additional 20 trainees.)

of programs (funded by MQC/PMTW): 84

This is an increase from 53 in FY19 and includes two new major badging initiatives developed in response to the COVID pandemic for Maine's hospitality industry.

of industry recognized certifications (available to grant participants): 7

See pages 5 and 6 of the report for detail.

of micro-credentials offered to grant participants: 2

Info Literacy (CMCC), IT Principles (CMCC)

of industry recognized certifications (available to MQC/PMTW participants): NA

This data was not been consistently collected for MQC projects. We will be amending MQC development plan applications and closeout reports for FY21 in order to report on this metric.

of micro-credentials developed/offered by MCCC in FY20: 37

of pathways between non-credit/credit offerings: Increasing.

Please see pages 6-7 of report for full detail.

students served by grant in FY20: 159

Served is defined as enrolled in a program during the 12 months, July 1, 2019-June 30, 2020. Not all students served in FY20 completed as a number of programs were slowed, delayed, or placed on hold as a result of COVID 19. As additional cohorts enroll and complete, we anticipate serving a total of 222 students with Y1 funding. (See page 4 of report.)

of students served by Maine Quality Centers: 3,687

Until early March, MQC was on track to serve more than 1,800 in FY20. Although COVID-19 prevented MQC from achieving that goal, the program partnered with Eastern Maine Community College and Hospitality Maine to build and deliver badges to 2,125 individuals who completed COVID safety training in advance of returning to work in the restaurant and lodging industries. MQC's traditional programming served 1,562 in FY20. An additional 2,125 completed COVID training, bringing the total number of students served to 3,687.

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Student Characteristics

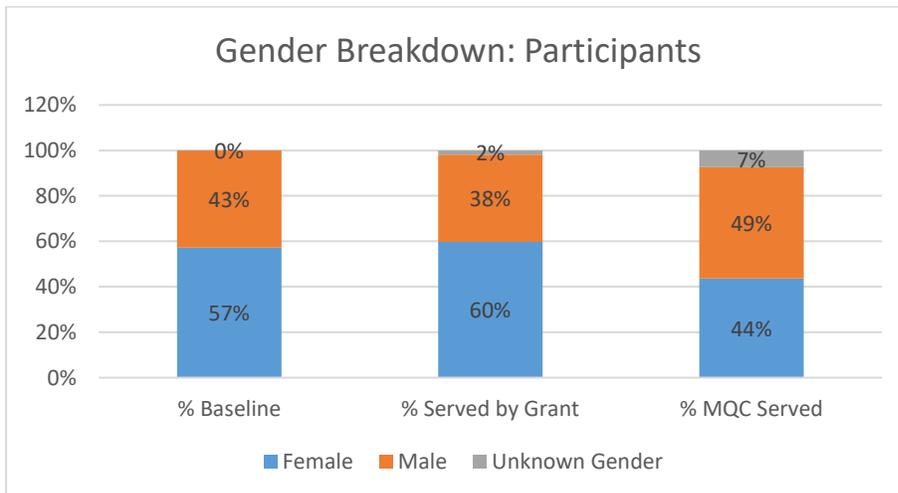
Notes

Baseline: The baseline for the Y1 report provides characteristics of MCCS degree-seeking students. Future reports will provide baseline data for students engaged in short-term occupational training.

Data: The sudden transition to remote learning and work in March interrupted our data collection efforts in Y1 and precluded us from getting certain employment data from the Maine Department of Labor. Having identified those areas of data collection that have proved most challenging and having begun implementation of the new MCCS workforce management solution, we look forward to providing more comprehensive data on the students we serve in year two of the grant.

Demographics

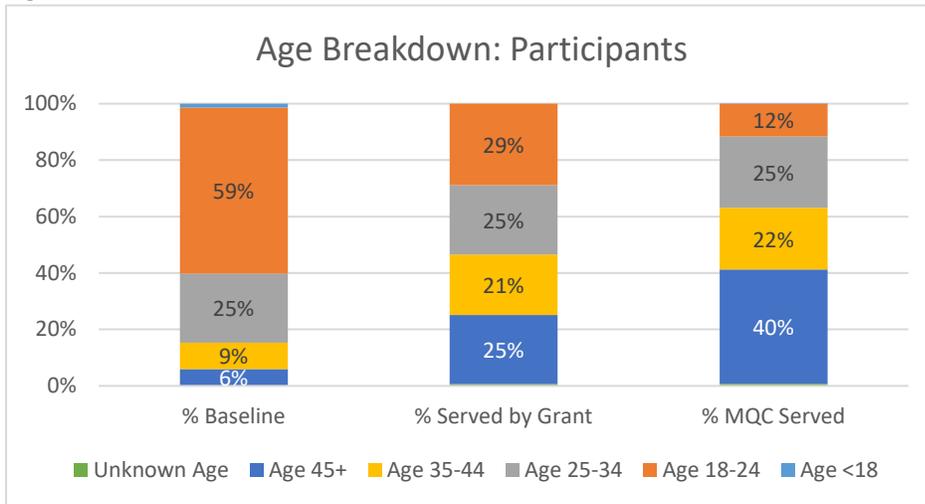
Gender:



White/Non-White:

See Metrics Dashboard. The data included in the attached dashboard is pulled from student entry forms and contains a high number of unknowns in this field.

Age:

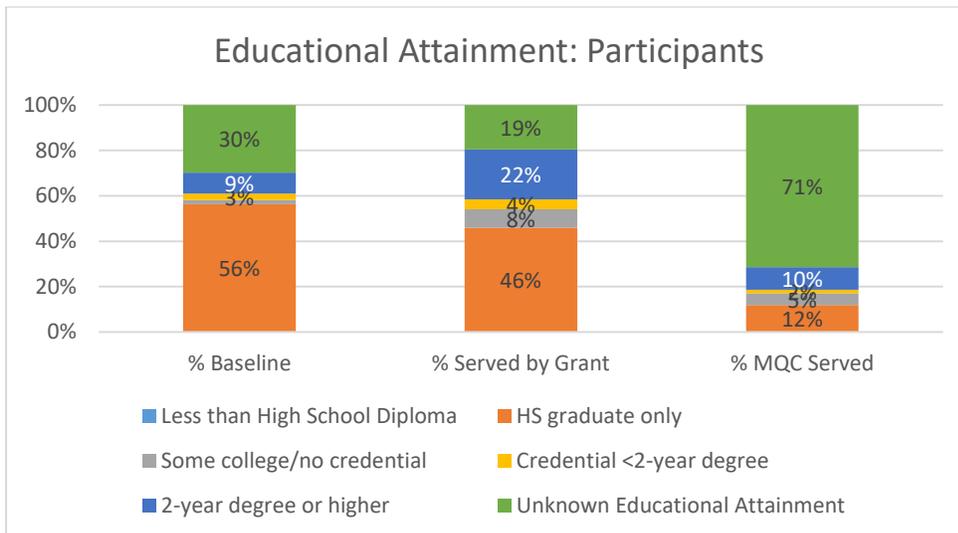


Work Experience:

Baseline: The colleges do not collect this information on their student applications. As a result, it is not available for reporting.

HAF/MQC: The data included in the attached dashboard is pulled from trainee entry forms and contains a high number of unknowns. However, in exit surveys, 54% of respondents indicated that they were employed when they enrolled in the training; 46% were unemployed. Of these survey respondents, 87% indicated that the training had increased their chances of finding a job or moving up in the field.

Educational Attainment:



Intermediate Student Outcomes

To date, follow-up surveys of 24 trainees who completed their training more than 6 months ago indicate that 75% are employed. Of the 12 who were working in the same job before the training, 4 had received a wage increase. Twelve of the 24 had earned an industry recognized certification, and 22 (92%) planned to take advantage of the MCCS scholarship awarded to them upon completion of their training.

We recognize that these numbers are small and will continue to follow-up with completers in the coming months, but we are extremely pleased with these initial results.

Long-term Student Outcomes

MCCS will report on long-term student outcomes (one year after completion of training) in next year's grant report.

Qualitative Metrics

Who were the employers you engaged with during the past year in developing new short-term occupational programs?

Maine employers who have partnered with MCCS in Y1 to provide internships and employment opportunities for participants in grant funded training programs have included: Maine Health, Northern Light Health, Bath Iron Works, Alcom, and NITROTrailers.

In addition, the Maine Quality Centers and Put ME to Work programs provided workforce training in partnership with the following employers during this same time period:

Allan Farm Fench	LPN Consortium (Madigan Health Care Services)
B&M Baked Bean	Maine Health
Backyard Farms	Marine Trade Association
Bath Iron Works	Mega Industries
Caron Engineering	Midstate Machine
Casella Waste System	Northern Light Health
Cedarworks	Nyle Systems, LLC
Central Maine Area Agency on Aging d/b/a	Otis Federal Credit Union
Spectrum Generations	Pineland Farms
GE Power	Pratt & Whitney
General Dynamics-OTS	Professional Logging Contractors of Maine
Greater Portland Community Health	Provair
Grover Gundrilling	Puritan Medical Products Company, LLC
Guardian	Spectrum
Hallett Canvas and Sails, Inc.	St. Croix Tissue
Hospitality Maine	Twin River Paper Company, LLC
Huber Engineered Woods, LLC	W.S. Emerson Company Inc.
LifeFlight Maine	Washburn & Doughty Associates, Inc.

What process did you undertake to identify employers' skills requirements for their workplace?

During Y1, MCCS has worked with more than a dozen of the state's industry associations to survey their members and identify their specific workforce training needs. Over 75 employers from across the state participated in the survey, the results of which are being used to inform future workforce development offerings.

The grant has enabled MCCS to subscribe to Chmura Economics & Analytics' JobsEQ labor market database. This powerful tool provides real-time data on industry and demographic trends in Maine, along with highly targeted occupation and labor market information. It enables our workforce staff to assess whether workers in a particular industry have the hard and soft skills they need.

In addition to these more formal examinations of workplace needs, workforce staff have forged strong relationships with area employers and are in regular communication with them to identify responsive training solutions to address their workforce challenges and opportunities.

How did you translate employers' skills requirements to program curricula?

In developing both the grant funded training programs and MQC offerings, workforce staff across the System work with employers, instructors, and those skilled in curriculum design to embed within each training program the specific skills—both hard and soft—that have been identified by the methods described above as being essential to the employer and the industry being served.

How did you address employee turnover, working conditions, and pay into your projections for occupational demand?

In determining which occupations to include in grant funded programming, MCCS has used JobEQ's real-time data to determine what jobs are in greatest demand at any given point in time and to assess—through employee turnover and pay—which of these jobs may fail to provide a living wage and/or strong career opportunities.

The training programs funded by the grant all offer the opportunity for immediate employment in areas of the economy where the skills they provide are in high demand. The jobs not only offer trainees the chance to secure a solid foothold in the Maine economy, they also provide the opportunity to advance into better paying, more highly skilled employment through a combination of on-the-job learning and additional training.

How did you evaluate the preparedness of program completers to meet employers' needs?

Each training program incorporates a specific set of learning outcomes that each trainee is expected to master by program completion. These outcomes have been developed in consultation with employers and industry representatives as detailed above. Trainees are regularly assessed through written and hands-on exercises to ensure that they have acquired the essential skills covered in the program.

How did you validate with employers that completers had attained the necessary skills for productive employment?

After the completion of a training, workforce staff remain in close contact with employer partners to assess the skills of completers. This feedback is then incorporated into the development of future

trainings. College staff conduct these review through direct personal contact with employers, surveys of employers and trainees, and group discussions with industry representatives.

**Increasing Short-Term Training that Leads to Industry Recognized Certifications and Credentials of Value in High-Skill, High-Demand Occupations
METRICS DASHBOARD--EXHIBIT C TO THE MCCS/FMCC HAF GRANT AGREEMENT**

NOTE: This dashboard relates only to generalized short-term occupational skills training (HAF/MQC/PMTW). It does not relate to traditional MCCS certificate or degree programs or to customized employer trainings.

CAPACITY	Year 1					
	Baseline	Target	Actual			
# of full-time staff directly related to programming	9	11	16			
# trainers (prepared through grant funded train-the-trainer initiative)	--	6	2			
# of programs (funded by grant)	--	3	5			
# of programs (funded by MQC/PMTW)	53	70	84			
# of industry recognized certifications (available to grant participants)	--	increasing	7			
# of industry recognized certifications (available to MQC/PMTW participants)	NA	increasing	NA			
# of micro-credentials offered to grant participants	--	increasing	2			
# of micro-credentials developed/offered by MCCS	3	increasing	37			
# of pathways between non-credit/credit offerings	--	increasing	See report			
# students served by grant	--	112	159			
# of students served by Maine Quality Centers (Traditional)	1,602	1,800	1,562			
# of Students served by Maine Quality Centers (Covid-19 Response/Badging)	--	--	2,125			

STUDENT CHARACTERISTICS	Year 1					
	MCCS Baseline	Grant: Served	Grant: Completed	MQC: Served Traditional	MQC: Completed Traditional	MQC: Served COVID
# of students in programming	14,758	159	84	1,562	1,500	2,125
Demographics						
Female	8,447	95	32	681	499	--
Male	6,307	61	49	767	755	--
Unknown Gender	4	3	3	114	77	--
White	12,122	88	32	642	533	--
Non-White	2,095	17	12	57	44	--
Unknown Race/Ethnicity	541	54	40	863	754	--
Age <18	204	0	0	1	0	--
Age 18-24	8,676	46	19	181	150	--
Age 25-34	3,619	39	22	395	319	--
Age 35-44	1,381	34	18	341	282	--
Age 45+	872	39	23	632	572	--
Unknown Age	6	1	2	12	177	--
Work Experience						
Employed at enrollment	NA	47	44	112	107	--
Unemployed at enrollment	NA	18	17	193	160	--
Unknown Employment Status		94	23	1,257	1,233	--
Educational Attainment						
Less than High School Diploma	20	0	0	0	0	--
HS graduate only	8,300	73	34	185	146	--
Some college/no credential	269	13	12	81	67	--
Credential <2-year degree	408	7	2	25	17	--
2-year degree or higher	1,373	35	17	156	135	--
Unknown Educational Attainment	4,388	31	19	1,115	1,135	--

Budget Report and Variance

	Year 0 (FY19)			Year 1 (FY20)			Committed but Not Spent by 6.30.20*		Anticipated	Year 2 (FY21)	Year 2 (FY21)	Year 3 (FY22)	Year 3 (FY22)	TOTAL Budget
	Budget	Actual	Variance	Budget	Actual	Variance	6.30.20*	Variance	Budget	Actual	Budget	Actual		
HAF Grant Revenue	89,961.00	89,902.65	(58.35)	1,237,030.00	830,045.00	(406,985.00)	-	(406,985.00)	1,757,523.00	-	515,486.00	-	3,600,000.00	
Salary and Fringe	-	18,406.16	(18,406.16)	255,253.00	251,502.00	3,751.00	-	3,751.00	280,680.00	-	243,090.00	-	779,023.00	
Curriculum Design and Trainer Development	-	-	-	5,000.00	9,184.35	(4,184.35)	1,500.00	(5,684.35)	232,000.00	-	55,396.00	-	292,396.00	
Delivery of Training	-	-	-	606,000.00	323,697.24	282,302.76	283,456.00	(1,153.24)	783,597.00	-	-	-	1,389,597.00	
Support for Students in the Online Environ	-	-	-	30,000.00	16,000.00	14,000.00	14,000.00	-	-	-	-	-	30,000.00	
IT Infrastructure	21,754.00	3,347.50	18,406.50	157,484.00	44,012.67	113,471.33	97,474.97	15,996.36	193,246.00	-	50,000.00	-	422,484.00	
Marketing and Communication	50,000.00	49,941.49	58.51	150,000.00	154,612.14	(4,612.14)	-	(4,612.14)	100,000.00	-	74,000.00	-	374,000.00	
Travel and Support	-	-	-	18,000.00	15,993.45	2,006.55	-	2,006.55	35,000.00	-	13,444.00	-	66,444.00	
Specialized Research/Consultants	-	-	-	-	-	-	-	-	50,000.00	-	10,000.00	-	60,000.00	
Workforce Data Subscriptions	18,207.00	18,207.50	(0.50)	11,793.00	11,793.00	-	-	-	17,000.00	-	-	-	47,000.00	
Total Salary/Fringe and All other	89,961.00	89,902.65	58.35	1,233,530.00	826,794.85	406,735.15	396,430.97	10,304.18	1,691,523.00	-	445,930.00	-	3,460,944.00	
PLA Assessment and Scholarships	-	-	-	3,500.00	3,250.00	250.00	-	250.00	66,000.00	-	69,556.00	-	139,056.00	
Total Expenditures	89,961.00	89,902.65	58.35	1,237,030.00	830,044.85	406,985.15	396,430.97	10,554.18	1,757,523.00	-	515,486.00	-	3,600,000.00	

*Notes on Y1 Commitments Not Spent by 6.30.20:

Delivery of Training: See Page 4 of annual report for detail on Y1 programs that will complete in Y2.

Support for Students in the Online Environment: Access to additional college support staff and and online subscriptions for trainees in Y1 funded medical assisting and information technology trainings that are currently completing.

IT Infrastructure: These funds were paid to D2L/CourseMerchant in July 2020 as the workforce IT management solution began implementation.