Maine Community College System

Program Evaluation Report

Submitted to:

Joint Standing Committee on Education and Cultural Affairs

132nd Maine Legislature

In accordance with the Government Evaluation Act

3 MRSA §956

January 2026

This report, submitted by the Maine Community College System, is in response to the Government Evaluation Act Requirements (MRSA Title 3, Chapter 35) outlined below:

1. Report required. Each agency and independent agency shall prepare and submit to the Legislature, through the committee of jurisdiction, a program evaluation report by a date specified by the committee. (date specified, January 15, 2026)

2. Program evaluation report; contents. Each report must include the following information in a concise but complete manner:

A. Enabling or authorizing law or other relevant mandate, including any federal mandates;

B. A description of each program administered by the agency or independent agency, including the following for each program:

(1) Established priorities, including the goals and objectives in meeting each priority;

(2) Performance measures or other benchmarks used by the agency to measure its progress in achieving the goals and objectives; and

(3) An assessment by the agency indicating the extent to which it has met the goals and objectives, using the performance measures. When an agency has not met its goals and objectives, the agency shall identify the reasons for not meeting them and the corrective measures the agency has taken to meet the goals and objectives; and

C. Organizational structure, including a position count, a job classification and an organizational flow chart indicating lines of responsibility;

D. [there is no D]

E. Financial summary, including sources of funding by program and the amounts allocated or appropriated and expended over the past 10 years; [PL 1995, c. 488, §2 (NEW).]

F. [there is no F]

G. Identification of those areas where an agency has coordinated its efforts with other state and federal agencies in achieving program objectives and other areas in which an agency could establish cooperative arrangements, including, but not limited to, cooperative arrangements to coordinate services and eliminate redundant requirements;

H. Identification of the constituencies served by the agency or program, noting any changes or projected changes;

I. A summary of efforts by an agency or program regarding the use of alternative delivery systems, including privatization, in meeting its goals and objectives;

J. Identification of emerging issues for the agency or program in the coming years;

K. Any other information specifically requested by the committee of jurisdiction;

L. A comparison of any related federal laws and regulations to the state laws governing the agency or program and the rules implemented by the agency or program

M. Agency policies for collecting, managing and using personal information over the Internet and nonelectronically, information on the agency's implementation of information technologies and an evaluation of the agency's adherence to the fair information practice principles of notice, choice, access, integrity and enforcement;

N. A list of reports, applications and other similar paperwork required to be filed with the agency by the public. The list must include:

(1) The statutory authority for each filing requirement;

(2) The date each filing requirement was adopted or last amended by the agency;

(3) The frequency that filing is required;

(4) The number of filings received annually for the last 2 years and the number anticipated to be received annually for the next 2 years; and

(5) A description of the actions taken or contemplated by the agency to reduce filing requirements and paperwork duplication;

O. A list of reports required by the Legislature to be prepared or submitted by the agency or independent agency;

P. A copy of the single-page list of organizational units and programs within each organizational unit required pursuant to section 955, subsection 1, placed at the front of the report; and

Q. (REALLOCATED FROM T. 3, §956, sub-§2, ¶O) Identification of provisions contained in the agency's or independent agency's enabling or authorizing statutes that may require legislative review to determine the necessity of amendment to align the statutes with federal law, other state law or decisions of the United States Supreme Court or the Supreme Judicial Court.

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Organizational Units and Programs of the Maine Community College System

The Maine Community College System (MCCS or "System") is comprised of seven colleges, nine campuses and four off-campus centers that are located within 25 miles of over 90% of Maine's population. The colleges offer one-year certificate and two-year associate degree programs that are designed to lead directly to employment or transfer opportunities to a four-year college; early college courses for Maine's high school students; advanced certificates; and short-term workforce training. The colleges serve over 33,000 Maine people each year through academic programs and in customized training for Maine businesses and industries.

Central Maine Community College
Auburn (CMCC)

Eastern Maine Community College
Bangor (EMCC)

Kennebec Valley Community College
Fairfield and Hinckley (KVCC)

Northern Maine Community College
Presque Isle (NMCC)

Southern Maine Community College
South Portland and Brunswick (SMCC)

Washington County Community College
Calais (WCCC)

York County Community College
Wells (YCCC)

Off-campus centers are located in East Millinocket, Damariscotta, Houlton, and Sanford.

The System's central office, located in Augusta, was established by legislation to provide statewide coordination and leadership to the seven colleges.

2.A Enabling Law

The Maine Community College System is established in 20-A, MRSA §12701- §12723. The System's governing statute is found primarily within Title 20-A of the Maine Revised Statutes which includes the following description of the System's government mission and goals:

The basic mission of the Maine Community College System is to provide associate degree, diploma and certificate programs directed at the educational, career and technical needs of the State's citizens and the workforce needs of the State's employers.

The primary goals of postsecondary career and technical education and the Maine Community College System are to create an educated, skilled and adaptable labor force that is responsive to the changing needs of the economy of the State and to promote local, regional and statewide economic development.

2 B (1) (2) (3). Program Descriptions

The Maine Community College System and our colleges have two major program areas: academic programs that award degrees and certificates, and includes Early College for high school students and advanced certificates for professionals; and short-term workforce training programs, coordinated by the Harold Alfond Center for the Advancement of Maine's Workforce (Alfond Center) and implemented by our colleges.

Short-term workforce training programs take just days, weeks, or months to complete, and are free or discounted for the students. They are offered on a rolling basis throughout the year, with classes delivered at the colleges, at workplaces, online, and through third-party, industry-approved instruction.

The short-term programs are offered in addition to the community colleges' traditional offerings of two-year associate degree programs and one-year certificate programs, which are largely workforce training programs as well. More than 80 percent of degree-seeking students at Maine's community colleges are enrolled in career and occupational programs.

Some programs are offered in both areas, usually one-year certificates (medical assisting is one example) that are available on an accelerated timetable and categorized as short-term workforce training programs.

The intent is to integrate the two areas as fully as possible, offering students multiple on-ramps to education and skills training at the appropriate time and place for their needs. The flow works in both directions, with associate degree graduates later enrolling in additional short-term classes, and students starting in a short-term program then deciding to continue their education and pursue a certificate or degree.

Examples of stackable credentials begin in high school, where students can earn college credit for free while still in high school, badges, short-term workforce training, certificates – all of these can be used to earn credit or provide an on-ramp to a two-year degree. At that point, MCCS graduates can take

advantage of guaranteed transfer programs to continue their education seamlessly with any of the University of Maine System universities, or to six private higher education institutions in Maine: University of New England, Husson University, Saint Joseph's College of Maine, Unity Environmental University, Thomas College, and College of the Atlantic.

Program Area 1: Academic Programs that Award Degrees and Certificates:

Maine's seven community colleges offer nearly 300 program options leading to one-year certificates and two-year associate degrees. A full list of program offerings is in Appendix A.

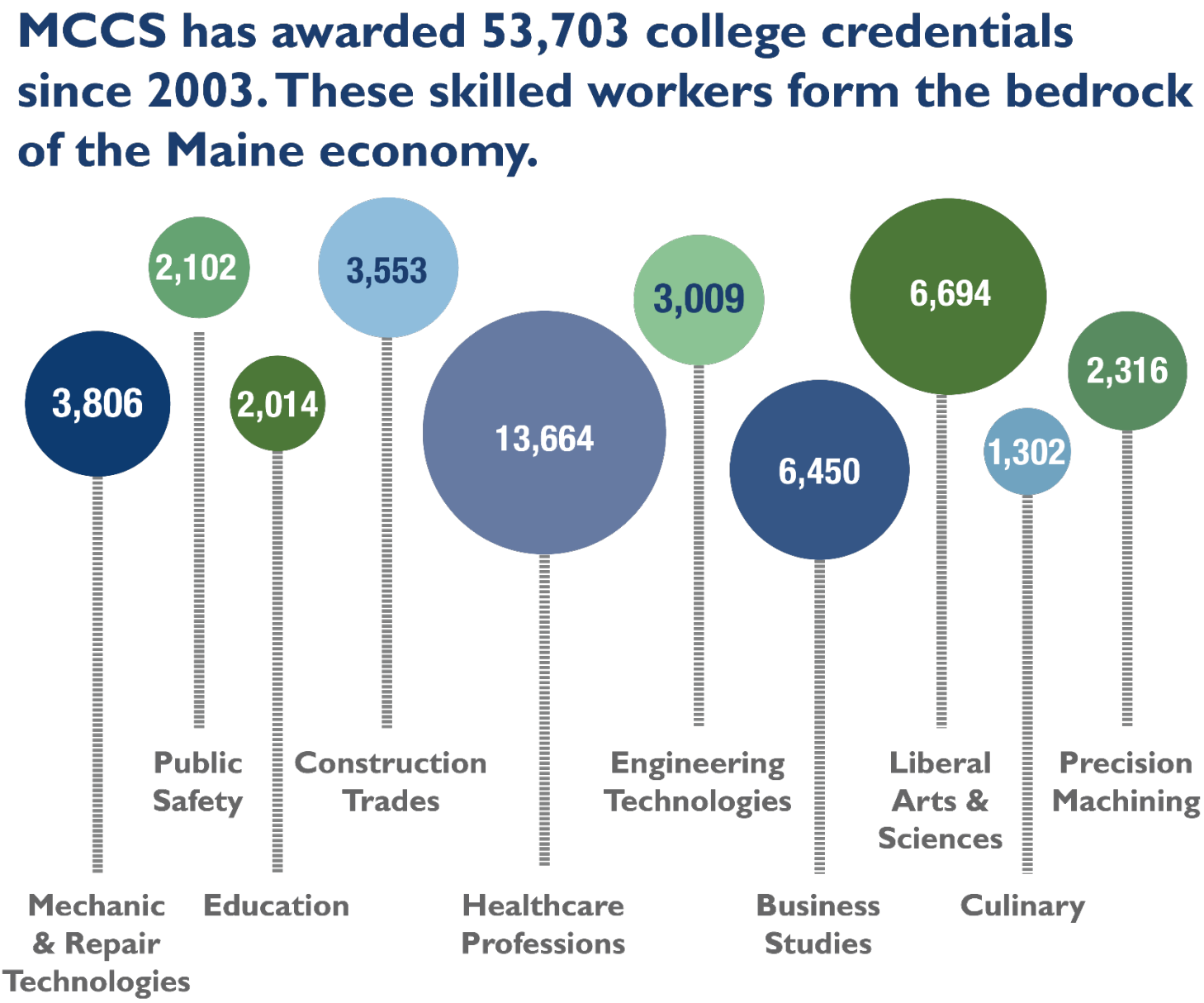
In recent years, aligned with best practices nationwide and proven to improve student outcomes, MCCS has organized all academic programs into the following eight academic pathways.

This allows students and the colleges to share resources and help students explore related programs and opportunities. This structure has allowed the colleges to create new educational pathways, link our programs to both high school and CTE programs, and connect graduates to transfer pathways in related programs at four-year colleges. Aligning instruction and advising around the eight pathways saves students time and money, decreases "wasted" credit, and improves outcomes with pathway-focused supports.

The three pathways with the largest number of students reflect the workforce demands in Maine: health sciences, industrial technology and transportation (trades), and business and hospitality. Eighty-five percent of our degree-seeking students are enrolled in career and occupational programs that lead to a credential qualifying them for work immediately or preparing them to transfer to a four-year institution.

Over 70% of the programs offered by MCCS are the only ones of their kind in the state and are under ongoing review to ensure their relevance and responsiveness to industry needs. Programs are regularly reviewed internally and through a rigorous process that includes metrics, trend analysis, and presentations by department heads and college presidents to the MCCS Board of Trustees Education Committee. Through this ongoing process, academic program options are modified, added or discontinued to best align the colleges' programs and services with the evolving needs of our students and Maine's employers.

MCCS is dedicated to being responsive, practical, and good stewards of the state's interests and investment. We monitor and react to shifts in workforce needs, student demand, and new technology, promptly adding or expanding - or removing or reducing - programs. In recent years, for example, MCCS incorporated heat pump technology training into the curricula for heating and plumbing-related certificate and degree programs and offered it as a stand-alone short-term workforce training so incumbent workers - master plumbers and electricians already in the field - could learn how to install, service, and repair heat pumps. A similar program for e-vehicle maintenance and repair was also added to automotive degree and certificate programs and offered as short-term workforce training for incumbent workers who needed to learn the new technology.



Program Area 2: Short-Term Workforce Training:

The Harold Alfond Center for the Advancement of Maine's Workforce (Alfond Center) coordinates all MCCS short-term workforce training programs.

The Alfond Center has its roots in the Legislature's establishment in 1994 of Maine Quality Centers, a program of the Maine Community College System charged with meeting the workforce education needs of new and expanding businesses in the state and provide new employment and career advancement opportunities for Maine people. The program, which continues today, provides grants to Maine employers to fund customized new hire or incumbent worker training delivered by Maine's community colleges.

In 2018, new private investments by the Harold Alfond Foundation vastly expanded the reach and scope of short-term workforce training at MCCS. In a series of three grants since 2018, the Alfond Foundation has provided $100 million to support workforce training for 100,000 people through 2030.

The Alfond Center today oversees all short-term training programs at the colleges, including Maine Quality Centers, Put ME to Work, and the Maine Jobs and Recovery Plan for Maine's community colleges, working closely with business and industry leaders statewide.

The training has three distinct components: basic occupational skills training for people looking to enter a field or career; upgraded skills training for current workers so they keep up with evolving industry standards; and scholarships for workers looking to pursue an associate degree or certificate. The Alfond Center focuses on programs that allow a student to quickly and efficiently acquire a particular skill – such as basic construction skills in 10 weeks, a three-week welding course with a weekly $500 stipend and a guaranteed interview with an employer, or a compact nine-month pathway for a medical assisting program.

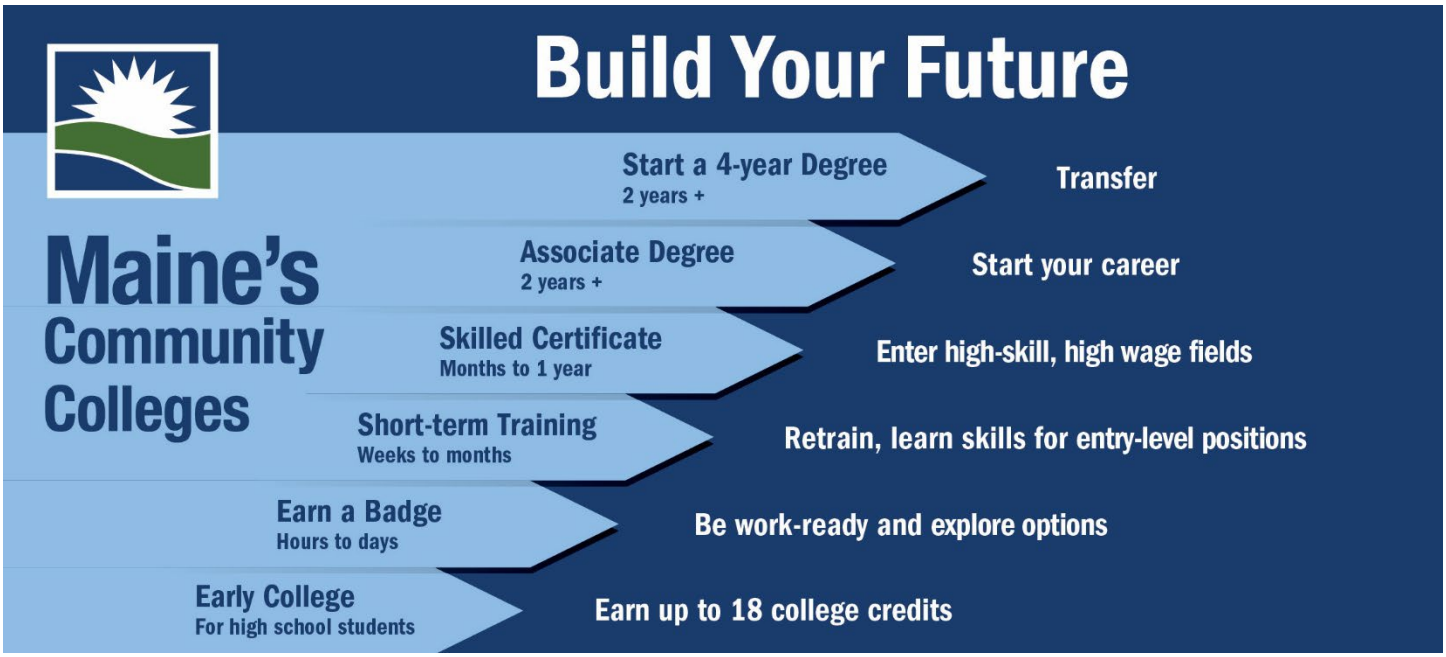
All short-term workforce training programs are designed to meet the needs of employers and are developed in close collaboration with business and industry leaders.

Students who complete trainings are encouraged to "stack" their skills with related programs and pursue pathways into certificate and degree programs. The Alfond Center offers scholarships for continued education, which provide 50% off two community college courses each semester for working Mainers starting or pursuing a certificate or degree program.

The Alfond Center's most recent annual report is in Appendix B as are a full listing of current training programs, partnerships and offerings.

MCCS Strategic Vision

The Maine Community College System launched its latest Strategic Vision in Spring 2024. It represents our ongoing commitment to providing affordable, accessible, high-quality programs to build Maine's workforce and expand opportunities for more Mainers.



Grounded in our mission, vision, and values, the Strategic Vision focuses on three core constituencies: our students, our people, and Maine's employers. It was developed in collaboration with our college communities and includes both long- and short-term benchmarks to ensure accountability and metrics on meeting our goals. It also includes a vision for analysis, development, and investment for three foundational elements that support the success of our students, employers, and people: facilities, partners, and approaches to business operations.

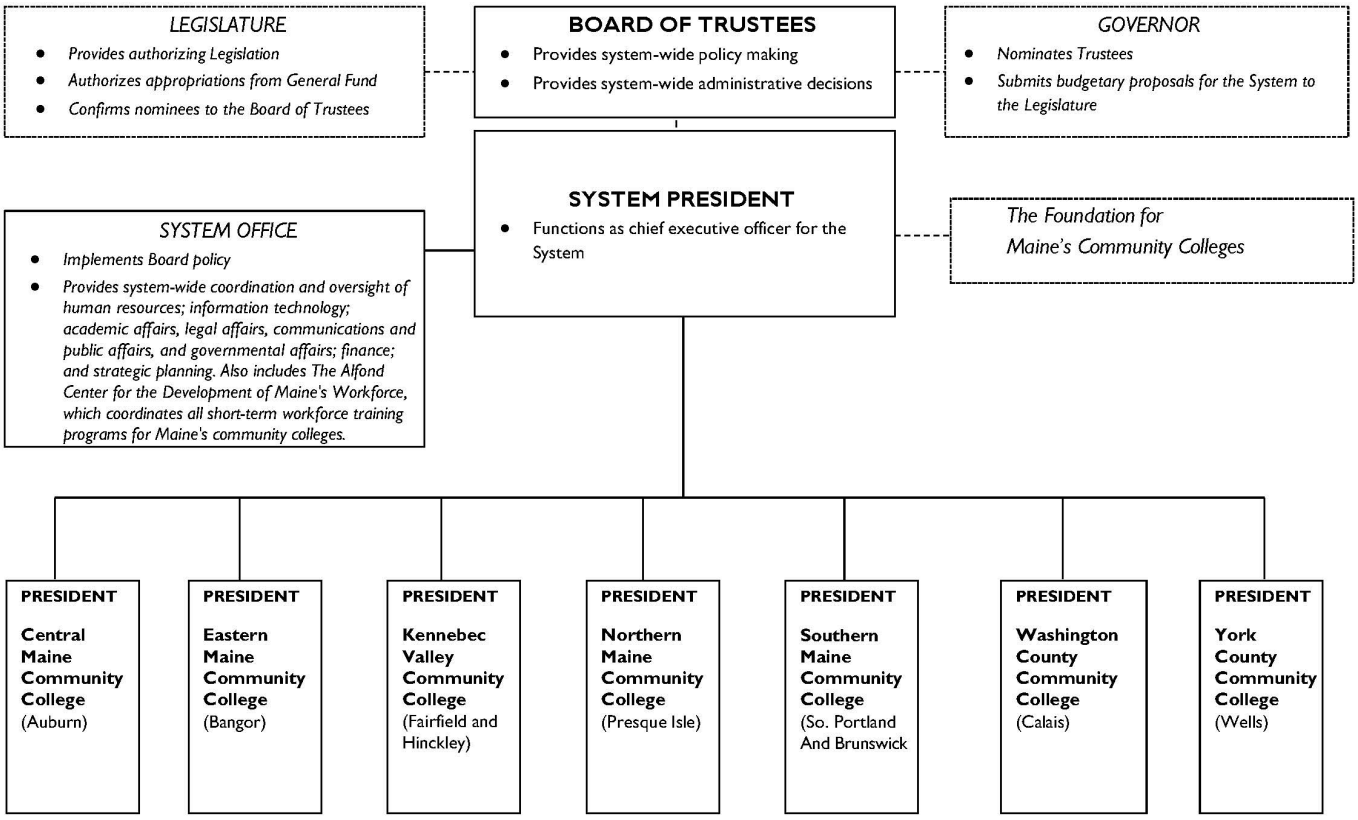
We are dedicated to the vision of being "recognized as essential to the economic mobility and social and civic resilience of the state. The colleges will offer Maine people opportunities for lifelong learning that propels and enriches their lives and communities by providing innovative and relevant educational opportunities. Maine's employers will consistently turn to their community colleges to develop the full potential of their workforce through agile and responsive programming."

The Strategic Vision can be found in Appendix C.

2. C Governance and Organizational Structure

Maine Community College System

Organizational and Governance Structure



Position count and job classification

The following chart provides a breakdown of MCCS employees as of 10/08/2025 by location. All but 99 "Confidential" employees are represented by collective bargaining agreements. Faculty and mid-level administrators are represented by the Maine Education Association and support personnel including Information Technology shared services, custodial and maintenance are represented by the Maine State Employees Association. A small number of dining services personnel (two) are represented by the American Federation of State, County and Municipal Employees.

	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC	ITSS	CAMW	SO	Total
AFSCME						2					2
MSEA Supervisory	2	2	1	1	7	3	1	5			22
MSEA Support	15	20	14	18	50	9	4	26	2		160
MEA Administrator	45	27	24	23	83	19	27	1	12	8	269
MEA Faculty	62	64	47	39	99	24	16				351
Confidential	9	8	11	6	11	7	10	6	8	23	99
Total	133	121	97	87	250	64	58	38	22	33	903

The System also employs adjunct faculty to accommodate the courses needed to satisfy student enrollment. The adjunct faculty are represented by MSEA.

	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC	ITSS	CAMW	SO	Total
MSEA Adjunct**	172	40	42	12	327	25	67	0	0	0	685

** Unlike the MEA Faculty, most adjuncts do not carry full teaching loads and some adjunct faculty teach across multiple colleges. Adjunct faculty are listed with their home college.

2 E. Financial Summary

As a publicly funded institution of higher education, MCCS receives appropriations from the State of Maine partially subsidizing the cost of attendance at one of the seven community colleges. The annual State appropriation for operations increased 4.6% in FY25 and serves as the indispensable funding pillar for fulfilling our commitment to Maine citizens.

In 2025, 32% of the MCCS budget was supported by State appropriations; 21% was derived from tuition and fees; 22% from Federal grants (including Pell); and the remaining portion from state, local and nongovernmental grants and contracts.

In 2025, operating revenues which include tuition, fees, auxiliary services, state, federal government and private grants and contracts increased 13.5% as enrollment grew 9.8%. The strong enrollment growth is primarily attributable to the Maine Free Community College Scholarship funding. Operational expenses increased correspondingly with enrollment growth. MCCS's largest expense is payroll. Wages, benefits, and wage-related taxes accounted for between 56 and 62 percent of expenditures in each of the last three years. Over 90 percent of MCCS employees are represented by one of six collective bargaining agreements. Contractually, wages increased an average of 4.5 percent in 2025, 2024, and 2023 to bring wages closer to market levels.

MCCS Sources of Revenue 2025

MCCS Comparative Financial Information	2025	2025
Values in thousands (000)		
Student Tuition & Fees	$53,187	21%
Residential Life, Auxiliary Enterprises, Sales & Services, other Operating Revenues	$20,710	7.8%
State Appropriation	$85,833	32%
Federal Grants	$58,511	22%
State & Local Grants & Contracts	$18,605	7%
Nongovernmental Grants & Contracts	$18,227	6.8%
Investment Income	$9,515	3.6%
Other Revenues	$103	0.04%
Total	$264,691	

MCCS Comparative Financial Information 10 years

MCCS Comparative Financial Information	2018	2019	2020	2021	2022	2023	2024	2025
Values in thousands (000)								
Student Tuition & Fees	$39,938	$39,941	$40,149	$35,855	$33,517	$39,142	$46,664	$53,187
Residential Life, Auxiliary Enterprises, Sales & Services, other Operating Revenues	$14,029	$13,683	$13,097	$5,866	$9,893	$19,379	$19,435	$20,710
State Appropriation	$65,252	$68,723	$72,013	$73,839	$73,982	$78,663	$82,013	$85,833
Federal Grants	$34,817	$32,365	$31,327	$28,347	$27,198	$39,223	$50,822	$58,511
State & Local Grants & Contracts	$8,195	$9,300	$9,204	$8,832	$13,666	$14,599	$17,431	$18,605
Nongovernmental Grants & Contracts	$4,263	$3,735	$4,766	$5,362	$6,500	$12,182	$14,259	$18,227
Investment Income	$2,725	$3,188	$3,147	$10,256	-$7,874	$5,286	$9,054	$9,515
Other Revenues	$1,834	$1,037	$6,946	$5,009	$2,200	$487	$288	$103
Total	$171,053	$171,972	$180,649	$173,366	$159,082	$208,961	$239,966	$264,691

MCCS Uses of Funds 2025

2025 Expenses by natural class	
Wages	46%
Taxes & Benefits	12%
Supplies & Services	35%
Student Aid	1%
Other	8%

2025 Expenses by function	
Instruction	36%
Academic support	12%
Student Services	10%
Institutional support	20%
Operations	9%
Auxiliary Enterprises	5%
Depreciation	8%

2 G. State and Federal Agency Coordination

The Maine Community College System coordinates and collaborates with numerous state and federal agencies as well as Maine's public education system from Pre-K to the University of Maine System in order to serve our students and the entire state.

As Maine entered into and emerged from the COVID-19 pandemic, the Maine Community College System played a crucial role in stabilizing and then accelerating the Maine economy. Federal COVID-relief funds came to Maine to protect the health of our residents, to assist those who were economically struggling and to assure that Maine businesses had what they needed to survive. MCCS was called upon by the Mills administration and the Legislature to serve in myriad capacities.

Maine's community colleges touch most state agencies, from the Department of Public Safety with EMS, Criminal Justice and Fire Science education to the Department of Professional and Financial Regulations by collaborating on licensing standards. MCCS faculty designed secure ballot boxes (still in use today) for the Secretary of State's Office and worked with that office's Bureau of Motor Vehicles to ease CDL licensing congestion.

Below is a sample of our partnerships but it is not an exhaustive list.

Department of Education and Pre-K - 12:

Maine's PreK-12 schools suffered from severe staffing shortages during the pandemic. Working with DOE and thanks to an executive order, EMCC was able to launch a best-practice model to train school staff to be Education Technician IIIs. This competency-based model has since been approved by the State Board of Education and codified by the legislature.

MCCS also collaborates with DOE and the University of Maine System to deliver our Early College program (details below).

MCCS and Department of Education: Academic Collaboration. As part of the Launch Years Initiative, led by the MCCS and UMS representatives serve together on the Maine Math Collaborative with the Maine Department of Education to support the scaling of mathematics pathways from high school through postsecondary education and into the workplace and to support the implementation of the Maine State Numeracy Action Plan. In October, the group initiated and promoted a statewide film showing of "Counted Out" which attracted faculty and administrators from across both systems in addition to secondary partners. UMS and MCCS will join Maine Department of Education (MDOE) colleagues as the Maine contingent at the national forum in March 2026. A MCCS staff member also sits on the current Maine Learning Results Taskforce.

MCCS colleges continue to support education development across the field of secondary education. These educator prep programs, built in collaboration with secondary administrators, support initial Ed Tech certification and CTE instructor certification.

Professional Development in Skilled Trades/CTE: MCCS has been actively involved in supporting professional development for CTE staff statewide. A staff member from MCCS has sat on the Professional Development Committee of the CTE Directors Association, which plans and delivers the annual fall conference. For the past five 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 connections between the CTE and college programs.

Career Paths through CTE Early College: As the MCCS develops robust career pathways statewide, CTEs are an integral partner. Three colleges have already built regional paths in which CTE students are able to earn career path credentials through early college opportunities. The goal is to build career pathways that can be scaled across the state and to have every CTE offer at least one college credential to CTE students within three years. The first statewide pathways offered are Health Sciences, Business and Electrical. Three colleges have had success offering the following pathways: KVCC – Health Science Certificate; EMCC – Business Management, Automotive Technology, Computer Technology – Coding and Computer Technology-Networking; and YCCC – Mechanical Drafting and Design Certificate. Community college certificates are credentials of value in industry and generally equal to the first year of an associate degree.

MCCS and Department of Education, Adult Education: MCCS and the Maine Department of Education have partnered to offer adult education students a free college course while they continue receiving support from their local adult education programs. MCCS covers tuition and fees, while MDOE provides textbooks and materials. This initiative helps students choose courses aligned with their career goals, motivating them to pursue further education and training after completing adult education. Importantly, this program provided the time and support needed for students to develop college success skills before committing to full-time enrollment. Though small in scale, the program is transforming the transition from adult education to college and creating new pathways to opportunity.

MCCS, in collaboration with the Department of Education and their local adult education hubs, will continue to have navigators at each of the community colleges through June 2026. The joint, overarching goal of this partnership is to provide learners who are not eligible for or ready for credit-bearing classes at each community college with the opportunity to access Adult Education services on the college campus, as well as from local adult education programs, and to build pathways for Adult Education students to post-secondary education. This has been a very successful collaboration.

Governor's Office of Policy Innovation and the Future (GOPIF): Maine Jobs and Recovery Plan

The Maine Community College System (MCCS) plays a central role in advancing the goals of the Maine Jobs & Recovery Plan (MJRP) by serving as the state's primary engine for rapid, employer-aligned workforce training. Through MJRP investments, MCCS significantly expanded short-term, low- or no-cost training programs designed to help Mainers quickly gain in-demand skills and enter or advance in the workforce.

These funds supported tuition assistance, new equipment, instructional capacity, and student navigation services, allowing the seven community colleges to scale training in priority sectors such as health care, manufacturing, construction and the trades, hospitality, clean energy, and information technology.

MJRP funding also helped accelerate the growth of the Harold Alfond Center for the Advancement of Maine's Workforce, which coordinates workforce strategy and delivery across the community college system. Through this infrastructure, MCCS strengthened employer partnerships, launched and expanded the Maine Workforce Development Compact, and created streamlined pathways for both jobseekers and incumbent workers to access training tied directly to labor market demand. Together, MCCS and MJRP translated pandemic recovery dollars into long-term workforce capacity—supporting Maine employers, increasing access to training statewide, and helping Mainers move into stable, well-paying careers.

Department of Health and Human Services (DHHS): Healthcare Training for ME

Maine's community colleges play a central role in Healthcare Training for ME, delivering a coordinated, statewide approach to strengthening the healthcare workforce through pre-hire training, incumbent worker upskilling, and scholarships. Through short-term, employer-aligned pre-hire programs, the colleges help individuals quickly gain the foundational skills and credentials needed to enter in-demand healthcare roles, from entry-level clinical positions to support occupations. These programs are designed in close partnership with healthcare employers to ensure training reflects real workforce needs, shortens the time between learning and employment, and creates clear on-ramps into longer-term career pathways.

As a founding member of Healthcare Training for ME, the Maine Community College System partners closely with the Maine Department of Health and Human Services, the Maine Department of Labor, Maine Adult Education, and the University of Maine System. Launched during the pandemic in response to the severe and growing workforce shortages facing Maine's healthcare sector, the initiative was designed to rapidly scale training capacity statewide. Today, MCCS continues to provide leadership and deliver training and scholarship opportunities across all seven community college campuses, supporting both new entrants and incumbent workers while helping healthcare employers build a more resilient, skilled, and sustainable workforce.

Department of Corrections (DOC): Education Equity and Advancement

The Education Equity and Advancement Coordinator is a shared position between the Maine Community College System and the Maine Department of Corrections, created to expand access to education and workforce training for justice-impacted individuals across the state. This role focuses on assessing,

strengthening, and scaling educational and vocational opportunities within Maine's adult and youth correctional facilities, ensuring residents can build skills, earn credentials, and connect to postsecondary pathways that support successful reentry. Through close partnership with Maine's community colleges, the position helps deliver training in trades and technical fields, supports workforce enrollment across all seven facilities, and advances equitable access to education that leads to meaningful employment and long-term stability.

Beyond direct training coordination, the shared role serves as a critical connector between corrections, education, employers, and community partners. The position provides training and technical assistance to colleges, businesses, nonprofits, and state agencies on best practices for supporting justice-involved individuals, including reducing stigma, using inclusive language, designing recovery-friendly workplaces, and delivering effective prison-based education. It also supports job readiness and employer connections by aligning residents with second-chance hiring partners and high-demand career pathways. By integrating education, workforce training, and employer engagement, this shared MCCS–DOC position strengthens reentry outcomes, supports economic independence, and contributes to safer, more inclusive communities across Maine.

Department of Economic and Community Development: Dirigo Business Incentive

The Harold Alfond Center for the Advancement of Maine's Workforce worked closely with the Maine Department of Economic and Community Development (DECD) to help employers understand and maximize the combined value of the Dirigo Business Incentive and the Maine Workforce Development Compact funded through the Alfond Center. Together, the promotional efforts highlighted how businesses could significantly stretch their training dollars by pairing Compact reimbursement support—up to a 50% match on frontline employee training costs (up to $1,200 per employee)—with Dirigo's tax credits of up to $2,000 per trained employee under eligible sectors. This messaging was centered on helping Maine employers strengthen workforce skills, improve retention, and reduce overall training costs by participating in both programs concurrently.

Through a joint landing page and outreach materials, the Alfond Center and DECD provided clear steps for employers: join the Compact at no cost, submit a Compact funding request, apply for Dirigo certification with DECD, conduct the approved training, and then benefit from both Compact funding reimbursements and Dirigo tax credits. The collaborative promotion emphasized that training could occur through Maine's community colleges, internal company training, or approved external vendors, making it flexible to business needs while maximizing financial incentives for workforce development. This effort supported statewide workforce growth by aligning incentive education with strategic workforce investment opportunities for Maine employers.

Department of Labor (DOL): Apprenticeship

MCCS continues to partner with ME DOL in expanding registered apprenticeship opportunities across the state. MCCS received two rounds of State Apprenticeship Expansion Formula (SAEF) funding, with a goal of expanding registered pre-apprenticeship/apprenticeship opportunities across the seven community college campuses; through engagement with CTE's, employers, and local associations. MCCS seeks to

expand campuses efforts in serving as RTI's (Related Technical Instruction) for employer partners, serve as intermediary sponsors, and engage in including apprenticeship programs in pathway developments. MCCS employs two Apprenticeship Navigators, one at the System level and one at Washington County Community College (WCCC).

US Department of Defense (DOD) Defense & Manufacturing Training Fund Ad-Hoc Advisory Group (DOL)

MCCS is actively engaged with workforce initiatives tied to the Defense & Manufacturing Training Fund Ad-Hoc Advisory Group work led by the Maine Department of Labor (DOL) and its partners. While specific public naming of the exact advisory group is limited, MCCS's involvement in broader defense and advanced manufacturing workforce efforts reflects how MCCS contributes to planning and training strategies that such advisory bodies support. MCCS is a key partner through its workforce training infrastructure — especially the Harold Alfond Center for the Advancement of Maine's Workforce — which designs and delivers short-term, industry-aligned programs that help meet employer needs in sectors such as manufacturing, precision machining, and advanced trades. These programs help build the pipeline of skilled workers that the Training Fund and related DOL initiatives seek to support.

In early 2024, MCCS joined the Maine Defense Industry Alliance (MDIA) as a founding member, a public-private coalition focused on coordinating training and workforce development for defense sector employers statewide. In that role, MCCS leadership helps align training programs with industry demand — for example, expanding welding labs and manufacturing programs at community college campuses — and contributes to strategic discussions about workforce gaps and training priorities that would inform advisory recommendations. Meanwhile, DOL efforts around the Defense & Manufacturing Training Fund — linked to the U.S. Department of Labor's Industry-Driven Skills Training Fund — aim to reimburse employers for skills training in defense and advanced manufacturing, and MCCS's training delivery capacity makes it a natural partner for these investments should Maine receive such grant funding.

Together, these engagements position MCCS not just as a training provider but as an active participant in the statewide workforce ecosystem, informing advisory discussions on defense and manufacturing training — helping ensure that workforce strategies, advisory guidance, and program development reflect both employer needs and training capacity at the community college level.

Maine Defense Industry Alliance (MDIA)

Maine Defense Industry Alliance (MDIA) is a collaborative effort between government agencies, educational institutions, and industry partners to address the workforce needs of Maine's defense industry. The alliance aims to build a comprehensive, coordinated, and sustainable development system that will solve the Maine defense industry's two immediate needs: acquiring skilled workers and upgrading its incumbent workforce.

Partners include MCCS, Maine Maritime Academy (MMA), The Roux Institute Northeastern University, The University of Maine System, Maine DECD, Maine Department of Education, Maine Department of Labor,

and the Maine International Trade Center (MITC), along with General Dynamics, Portsmouth Naval Shipyard, and Pratt & Whitney.

Industry Sector Partnerships

The Maine Community College System partners closely with state government on its sector partnership initiatives. To date, the Harold Alfond Center has launched two statewide sector partnerships – the Construction Industry Workforce Partnership (launched March 2025) and the Healthcare Industry Workforce Partnership (launched Nov 2025). The partnerships convene statewide employers, associations, colleges, education, and workforce partners to develop industry-led short-term workforce training strategies to strengthen the sector's talent pipeline. The partnerships include a Steering Committee and occupation specific Action Teams. Through collaboration with state government partners, the partnerships align with the State's strategic priorities, leverage resources and maximize collective impact.

See below for a list of government partners involved in the sector partnerships on the Steering Committee and/or Action Teams:

- Dept of Labor, Infrastructure Workforce Policy Lead and Director of Innovation and Strategy
- Dept of Labor's Maine Apprenticeship Program, Director and Navigator
- Department of Labor State Workforce Board, Director and Industry Partnerships Manager
- Department of Health and Human Services, Healthcare Workforce Director
- Department of Education, Adult Education, Director
- Department of Education, Career and Technical Education, Director

Outcomes:

- Approximately 300 individuals are projected to receive training in new or enhanced construction training programs developed by the Construction Industry Workforce Partnership between Sept 2025 – August 2026.
- As a result of CIWP, MCCS is partnering with Associated General Contractors of Maine to launch MDOL registered construction pre-apprenticeship programs across five community colleges this spring that will train up to 100 pre-apprentices.
- Through the CIWP, the community college system and Maine Apprenticeship program representatives are raising awareness of pre-apprenticeships and apprenticeships with employer partners.
- The construction pre-apprenticeship partnership will leverage Workforce Innovation and Opportunity Act funding to provide stipends and wrap around services where possible to support student retention and completion.
- On behalf of CIWP, MCCS applied for funds from the Department of Energy Resources to implement HVAC specific strategies developed in the CIWP partnership.
- The HIWP was developed and launched with guidance from DHHS and DOL partners and builds on the success of the Healthcare Training for ME partnership and other healthcare workforce efforts across the state.

- The partnerships are actively seeking opportunities to leverage Workforce Innovation Opportunity Act (WIOA) funds, Competitive Skills Scholarship Program funds (CSSP) and Apprenticeships to maximize support for students and collective impact.
- The community college system and state government partners have worked collaboratively on multiple federal grant applications to support workforce development in Maine.

Governor's Energy Office

1. Clean Energy Partnership & Workforce Training

- The Governor's Energy Office leads the *Clean Energy Partnership*, a statewide initiative to grow Maine's clean energy economy by coordinating government agencies, industry, educational institutions (including MCCS), and workforce partners. The goal is to expand clean energy jobs and prepare Maine's workforce for those opportunities.
- MCCS is a participating partner in this effort, bringing workforce training programs that align directly with the state's clean energy goals.

2. Heat Pump and Clean Energy Technician Training

- Community colleges have expanded heat pump installation and service training labs as part of Maine's broader climate and energy strategy supported by GEO goals. Since 2019, MCCS has trained hundreds of technicians to help meet Maine's deployment targets for heat pumps.
- These training efforts are linked to GEO's clean energy workforce priorities, helping create the skilled labor force needed to support energy efficiency upgrades and clean heating systems statewide.

3. Grant Funding Through GEO-Linked Programs

- The Clean Energy Partnership, led by GEO, has awarded millions in grant funding for clean energy training programs across Maine. These grants support clean energy apprenticeships and workforce development efforts, including those delivered through or in coordination with MCCS colleges and other training providers.
- While many organizations and training providers receive these grants, community colleges are often recipients or collaborators in delivering the funded programs — especially in areas like heat pump installation, weatherization, and energy efficiency training.

4. Energy Efficiency Workforce Advisory Committee

- The Energy Efficiency Workforce Advisory Committee functions as a multi-stakeholder advisory group that helps the Governor's Energy Office and partner agencies shape, implement, and continuously improve energy efficiency workforce development programs. It plays an important role in advising systemic workforce strategies in Maine's clean energy transition and ensuring that education and training pathways are responsive to real-world industry needs.

Finance Authority of Maine (FAME):

A majority of MCCS students are dependent on grants—in fact 78% of MCCS degree-seeking students get some form of grant aid. Maine Free College Scholarships, Maine State Grant and loans help finance their education. FAME works to educate Maine students about their college-funding options. The Maine State Grant program, administered by FAME is critical to affordability, as is the Maine Free College Scholarship. FAME does not administer the Maine Free College Scholarship, but their partnership with MCCS allowed Maine's qualifying students to learn about the program and understand how it intersects with Maine State Grant and Pell Grants. MCCS and FAME staff meet regularly to discuss ways to partner to make college affordable for all Maine residents.

Coordination with Federal Agencies:

In coordination with the State of Maine, MCCS has ongoing efforts connected to major federal agencies including the departments of Education, Labor, War, Energy and others.

Public Higher Education Institutions:

University of Maine System

Formed 10 years ago to promote greater efficiencies and closer collaboration between the University of Maine System (UMS) and MCCS, the Higher Education Coordinating Committee has focused its efforts on supporting streamlined transfer, educational pathways, and improved student outcomes.

One of the highlights of this partnership is the new Transfer ME program, with Maine's public universities guaranteeing admission to community college graduates starting in the fall of 2024.

Under the terms of the historic Transfer ME agreement signed by Maine Community College System (MCCS) President David Daigler and University of Maine System (UMS) Chancellor Dannel Malloy, (Appendix A) Maine's community colleges will proactively notify their students about the opportunities to continue their postsecondary education through UMS.

Interested students will receive coordinated advising from the two systems and be directly admitted to UMS universities that offer an aligned program. After completing their associate degree, MCCS graduates can seamlessly transfer to a Maine public university of their choice without filling out an application, paying application fees, or providing essays, recommendation letters and transcripts.

Transfer ME builds on well more than 100 existing articulation agreements that allow MCCS graduates to transfer to Maine's public universities and have all their Maine community college credits count, with further pathways being formalized. Students who have earned at least 30 community college credits and are enrolled in eligible degree programs, including behavioral health, biotechnology, business, education, hospitality, human services, psychology and pre-engineering are automatically notified of their transfer options. A complete list of programs and additional information is available at www.maine.edu/students/transferME.

Maine's community colleges are the largest source of transfer students to UMS. **Transfers from Maine Community College System (MCCS) institutions to UMS reached 811 students, up 13.6% from the prior year and 29.8% over five years.**

While Transfer ME is the first system-to-system agreement of its kind in the state, there is a history of working together that Transfer ME leverages. For example, Southern Maine Community College (SMCC) and the University of Southern Maine (USM) have long partnered to make it easier for students to transition between the two institutions. More than 80 SMCC students who plan to transfer to USM now live in that university's Portland residence hall and can participate in student life offerings there. Additionally, in the spring of 2025, the University of Maine and its regional campus, the University of Maine at Machias, and MCCS formalized the Black Bear Advantage, a co-enrollment program.

Fall Undergraduate Enrollment*	2021	2022	2023	2024	2025
MCCS	11,192	12,264	14,423	15,366	15,829
UMS	21,166	20,004	19,520	20,044	20,407
TOTAL	**32,358**	**32,268**	**33,943**	**35,410**	**36,236**
% of all Maine public higher ed undergrad students served by MCCS	34.6%	38.0%	42.5%	43.4%	43.7%

** Early College not included*

National Institute for Student Success:

Four MCCS campuses and four UMS campuses were selected to join the National Institute for Student Success (NISS). NISS is a program originating from Georgia State College that has received national attention to help colleges and universities identify and resolve institutional barriers to college completion by increasing their capacity to implement proven and scalable student success programs. The MCCS and UMS campuses make up the Quality of Care Maine Learning Cohort and are working with NISS coaches to implement a playbook specific to each campus to deliver on action steps in areas such as structured programs for first-year students, standardized advising systems to ensure consistent supports across campus, and looking at other policies, practices and structures that might be inadvertently hindering student success. In addition to individual campus meetings, the entire Maine Cohort meets with NISS coaches as a group to learn and share while this work is being completed.

Common Course Codes:

MCCS is in the midst of developing common course codes across our seven campuses as part of an updated student information system. We plan to implement common course codes in the spring of 2026

for fall 2027 registration. In cases where UMS has a similar course, full consideration is given to use the UMS course code. We believe common course codes within our system will help students navigate course selection and course search, and later the transfer process to a UMS campus.

Maine Maritime Academy

Students interested in a four-year degree in engineering, management, science, or transportation from Maine Maritime Academy (MMA) in Castine can begin that journey at a Maine community college.

MMA Prep is designed for students who are interested in attending Maine Maritime Academy but who have not yet met all of the Academy's rigorous academic requirements. Students can enroll at one of Maine's seven community colleges and take a prescribed set of courses designed to prepare them for entry to the Academy. Those who complete the courses with grades of C or better and successfully complete MMA's admissions process will earn a spot at the Academy. MCCS and Maine Maritime Academy also continue to work together as members of the Maine Defense Industry Alliance to bring much-needed federal funds to Maine.

2H. Constituencies

High School Students

With Maine's demographic challenges and the need for skilled labor, Maine's community colleges are deeply invested in providing Maine high school students with the opportunity to pursue education and training that will lead to a good job or transfer. Our programs that serve high school students begin when they are still in the K-12 system, through partnerships with high schools and CTEs and we have multiple partnerships dedicated to removing barriers and providing students with support during the transition out of high school so they can be successful. Below are examples of programs and initiatives targeted to high school students, designed to encourage college enrollment, workforce training, and set them up for success in college and life.

Embark:

Embark is a high-school-to-college transition program offered at over 80 Maine high schools and designed for high school students who are unsure about what comes next.

Students can explore the benefits of a community college education. Embark advisors meet students at their high school and guide them through the academic, personal, and financial resources students need for success in and beyond community college.

Embark offers:

- Personalized encouragement and advising in high school and college
- Guidance through the college application and financial aid processes
- For scholarship recipients:
  — Continued support and guidance as students enroll at a Maine community college
  — A scholarship to a Maine community college (up to $2,000 over 2 years)

Since 2003, Embark students have been more likely to both return for their second year and graduate on time than typical community college students. Embark serves Maine students beginning in their junior year of high school and continuing through their second year of community college.

OnCourse:

Qualified high school students in Maine can enroll in for-credit college courses at any MCCS college – without paying any tuition or fees. These early college options include the opportunity of taking community college courses online, at one of our campuses or outreach centers, or at a high school or Career and Technical Education center. Through the Maine Aspirations program, qualified high school students who are at a public high school, CTE, or homeschooled can:

- Earn up to 18 college credits tuition-free across the community college and university systems.
- If enrolled in an approved CTE program, access an additional 6 credits on their approved career pathway for a total of 24 tuition-free credits.

On Course for College

Under this program, qualified high school students can take courses at a community college campus, online, or at one of our outreach centers. Join other college students either on-campus or online to experience how college may differ from high school.

On Course at School

Under this program, students can enroll in for-credit college courses at their high schools or CTE, taught by qualified high school or CTE faculty as part of your regular school schedule. Advantages include not having to travel to a campus and the ability to learn with familiar instructors in a fully supported environment.

Over 7,000 Maine high-school students earned free college credits through our early college programs in 2023-2024, gaining college credit and saving time and money on their college education.

Young Adults (direct from high school) The success of the Maine Free College Scholarship in MCCS' efforts to inspire and educate young adults cannot be overstated. Since the program began, over 22,000 students from the high school classes of 2020-2025 have enrolled as Maine Free College Scholarship students.

The Maine Free College (MFC) scholarship, offered to the high school graduates (or equivalent) from the classes of 2020-2025, opened doors for thousands of Mainers who did not believe they should or could attend college. The program has been even more successful than originally envisioned — with 7,976 MFC-eligible students currently enrolled at our colleges. More Mainers are gaining economic opportunities they did not think possible. More Maine employers are finding the nurses, plumbers, cybersecurity experts, and the qualified childcare workers they need and Maine's four-year colleges and universities are seeing an increase in transfer students from Maine's community colleges. In fact, transfers from our system to the University of Maine System reached 811 students in fall 2025, up 13.6% from 2024 and up 29.8% over five years.

Between fall 2022 and fall 2025, 22,325 Free College-eligible students have enrolled — far exceeding expectations. Free College is attracting more young men to enroll in college. The retention rate for Free College students is the same as for non-Free College students. The Free College students are enrolling in higher numbers in career and technical programs. Ninety-six percent of the Free College students are from Maine and hail from all 16 counties at a rate that matches the demographics of each county.

Working age adults

MCCS' colleges continue to actively recruit students from all walks of life in both of our academic and short-term programs. The average age of our degree-seeking students is 24 years old and 30% are age 25 or older. Many of our students are actively engaged in caring for children or their aging relatives as well as working. The Harold Alfond Center for the Advancement of Maine's Workforce (HAC) has hundreds of short-term training options that fit into the full schedules of Maine's working age adults. Appendix B lists the current options.

Employers:

MCCS has the support of Maine businesses as part of our statutory mission, and we work in close partnership with the state's employers to ensure our education and training is aligned with the skills most needed in the workplace.

Academic program advisory committees, made up of employers who are dependent on the skills of community college graduates, meet regularly with program faculty to ensure what's being taught results in students graduating with the skills most needed in the workplace. Colleges are quick to update training and classroom materials and experiences to respond to industry needs shared in these meetings. MCCS programs are regularly modified, added, or discontinued to best alight the colleges' programs and services with the evolving needs of Maine employers.

The relationship with industry partners is at the core of our short-term workforce training programs, which take just days, weeks, or months to complete and complement our academic programs. Those short-term programs are overseen by the Harold Alfond Center for the Advancement of Maine's Workforce (Alfond Center) which cultivates and maintains deep ties to the nearly 2,000 employer Alfond Center compact members that represent just under 400,000 employees — approximately 55% of Maine's workforce. The Alfond Center has regional workforce leads, sector leads, and college-based workforce deans all coordinating their work to provide high-quality, relevant workforce training opportunities that meet employer needs.

Many Alfond Center trainings are free or low cost to students, thanks in large part to funding from the Harold Alfond Foundation and the state's investments through the Maine Jobs and Recovery Program and Maine Quality Center funding.

2. I Alternative Delivery Systems:

Maine's community colleges evolve with the times, reflecting the changing needs of the state's employers, industry sector trends, and the needs of our students.

When and where we offer classes and programs has changed as well – the pandemic promoted a wave of new and alternative learning scenarios, many of which we continue to use today as online learning remains a popular option with many students.

Although many of our programs require "hands on" classroom learning, we do offer online remote learning for many classes. This allows our busy students to work at their pace and from home. We now offer training at worksites and will engage third-party trainers when appropriate.

In response to state and employer needs, and with funding from the state and Maine's two largest healthcare employers, we revamped and expanded our nursing program. We added nights and weekend classes and accelerated programs. We added cohorts in more areas of the state. For the first time, Washington County Community College and York County Community College have their own nursing programs.

When enrollment and persistence in our culinary program at YCCC declined, we spoke to area employers and realized that they did not need workers with a two-year degree so many were hiring students before they graduated. We quickly pivoted to short-term modules offering particular skills trainings.

2 J. Emerging Issues

Financial Constraints:

Strong financial support translates directly into sustaining a healthy and robust community college system that educates and trains more people and brings incredibly cost-effective value to the economy. Our colleges are not immune to the pressures of inflation, high energy costs, and the ever increasing need to provide our employees with adequate compensation to encourage retention as well as to recruit talented employees.In pursuit of our vision, the System will need the support from both the state and federal government.

We operate on lean resources. Senior leadership across the system works collaboratively to find solutions that benefit all the colleges and be as efficient as possible while pursuing our mission. As such, the colleges' individual needs are focused on finding the best ways to serve their local community, and by extension, the entire state.

For example, the state of Maine has a dearth of workers in many fields: healthcare, education, construction trades, commercial drivers; the list goes on. This is our collective need, as a state and as the institution dedicated to training and educating Maine's workforce.

As has become apparent from pandemic-related investments, the more funding we receive, the more we can do to build a strong, relevant workforce for Maine. The Maine Jobs and Recovery funds have allowed us to jump-start programs and help meet current needs. The Maine Free College Scholarship has opened the doors to a college education for thousands of Mainers who never thought they could ever go to college. These programs were built on one-time funding, but the need is there for ongoing support. We believe Maine will be well served by making the Maine Free College Scholarship program permanent. We are grateful to the Harold Alfond Foundation for their five-year $75 million grant which allows us to continue our short-term workforce training programs for another five years now that the Maine Jobs and Recovery Program funding is ending.

The Maine Community College System reported to the 129th Legislature that we have $99.6 million in deferred maintenance, including important health and safety improvements. As your publicly funded institution, we cannot tackle our backlog of maintenance needs without increased state funding. We strive to raise private funds, have used bond funds, and use general operating funds when necessary. However, the Board of Trustees do not feel that raising tuition is a solution to physical plant needs. The increase in tuition would have to be substantial, so other funding options must be explored, including future bond campaigns. To be relevant and effective in this era of change, the MCCS needs a reliable capital improvement fund that enables the colleges to sustain modern technologies in our classrooms and laboratories while appropriately maintaining all our facilities.

Demographics:

As of 2021, Maine was the oldest state in the nation. Forecasts in The Maine Population Outlook 2020-2030 by the Office of the State Economist shows a 9.5% decline in youth ages 0-19.

We need to raise the community college profile with the entities that "send" us students: high schools, career centers, CTEs, and employers. Maine's community colleges are still – unfortunately – one of the state's best kept secrets. The Maine Free College Scholarship and our enhanced short-term workforce programs through the Harold Alfond Center for the Advancement of Maine's Workforce have gone a long way towards raising our profile, however we can do more.

We offer convenient, low-cost, high-support training and education – delivered by top-notch instructors – with an enduring and passionate commitment to seeing our students succeed.

2.K Other Information Requested by the Committee

No additional information was requested by the committee prior to the submission of this report.

2.L Comparison of Federal and State Laws

MCCS is subject to a complex matrix of laws and regulations, primarily at the federal level, but increasingly at the state level, that set forth legal compliance requirements in myriad categories. They include, but are not limited to, academic programs, accounting, accreditation, admissions, auxiliary services, copyright and trademark, discrimination, disabilities, campus safety, environmental health and occupational safety, financial aid, governance, grants management, health insurance, housing, human resources, immigration, information technology and security, political activity, privacy, and sexual misconduct.

MCCS and its colleges have adopted a wide variety of policies and procedures, as well as operating guidelines and approaches that comply with these laws and regulations. The MCCS Policy "manual" consists of more than 250 pages and is designed to ensure compliance with state and federal laws that govern the MCCS. The manual was initially adopted in 2009 and is continually revised and supplemented to incorporate new legal and administrative requirements into MCCS policies and procedures. The manual is posted on the public MCCS website. In addition, there are numerous notification requirements that necessitate direct communication with all employees on an annual basis on a broad range of topics including sexual harassment; sexual assault and misconduct; cybersecurity; Federal Family Educational Rights and Privacy Act (FERPA) protocols; health and safety protocols; motor vehicle procedures; Student Code of Conduct; and drugs and alcohol.

If the Committee is interested in a particular operating area of MCCS, MCCS can provide relevant documents upon request.

2.M Policies for Use of Personal Information

MCCS employs a variety of means for disseminating, managing, and using information that is personally identifiable and/or not personally identifiable. The MCCS only uses social security numbers for employees and students in those transactions where state or federal law expressly or effectively requires such use for identification purposes. Otherwise, randomly generated identification numbers are used for students. To protect personally identifiable student information, MCCS complies with state and federal confidentiality laws, including the Federal Family Educational Rights and Privacy Act (FERPA). A copy of MCCS Policy 502: Uniform FERPA Notice is attached as Appendix E.

Electronically

MCCS Procedure 203: Computer Use, 203.2: Information Practices and Procedure 203.1: Notice of Risk to Personal Data are attached as Appendix D. The MCCS Office of Information Technology Services maintains and regularly updates its processes and procedures for ensuring compliance with the latest operating system and application security updates. MCCS employees are trained and tested to protect data and prevent unauthorized disclosures. In addition, MCCS meets the latest rules and standards for accessibility, such as the 2024 update to Title II of the Americans with Disabilities Act (ADA) that has specific requirements and technical standards (WCAG 2.1 Level AA) about how to ensure all web content and mobile applications (apps) are accessible to people with disabilities.

Non-electronically

MCCS policies and procedures for the non-electronic sharing of personal information are also governed by FERPA. A copy of MCCS Policy 502: Uniform FERPA Notice is attached as Appendix E. College catalogs, brochures, posters, email and mailings are used to share information with students, prospective students, and the community at large. In addition to federal and state laws, NECHE Accreditation Standard 9 (Integrity, Transparency, and Public Disclosure) requires that the colleges present complete, clear, and accessible information to students, prospective students, and the community via its publications.

Information on Implementation of Information Technologies

MCCS has both campus-based and system-based IT teams to meet myriad IT needs across the state. MCCS adopted a shared services IT structure in 2023 to increase efficiency and security while providing superior IT services to students and employees. This led to standardization of the ITS team, technology and security practices, enabling MCCS to be resilient and best deploy IT resources and services. Among the advantages to the IT structure is optimizing scoping and project management services, enhancing the speed and effectiveness of product launches, and maximizing stability, sustainability, and integration. IT works closely and coordinates with other MCCS departments, such as general counsel, finance, academic affairs, to ensure the breadth and depth of IT needs are met in an expeditious and cost-effective manner while meeting all compliance requirements.

MCCS adherence to fair information practice principles

Maine's Freedom of Access Act (FOAA) grants a right of public access to certain MCCS records and materials. MCCS FOAA policy and procedures align with all legal requirements to provide public information upon request. FOAA officers are designated at the System office and at each college, charged with reviewing and answering FOAA requests. A copy of MCCS Policy 204: Freedom of Access Act Compliance is attached as Appendix F. The System's General Counsel's office provides training and ongoing counsel to employees who serve in this capacity. FOAA-related work has increased significantly in recent years as out of state companies seek to gather, repackage, and sell information obtained through broad multi-year requests. These requests represent a significant change in the kind of FOAA requests historically received by MCCS.

Records Retention

Paper records are secured through normal locking and access procedures. Records are kept pursuant to the records retention schedule in MCCS Procedure 200.1: Document Retention, attached as Appendix G.

2.N Paperwork Filing requirements

Not applicable to MCCS.

2.O Legislative Reports Required of MCCS

As an instrumentality of the state, MCCS is governed by many of the same statutes that regulate state agencies, quasi-state agencies, state offices, boards, commissions or quasi-independent agencies. These regulations include Government Evaluation Act reporting found in 3 MRSA §956, out-of-state travel reporting found in 5 MRSA §44-A; Board of Trustees Reporting in 5 MRSA §12005-A and our financial policies and procedures reporting required in 5 MRSA §12021-1204. A full chart of legislative reports due to the legislature on an annual basis is below. It is important to note that we are often asked to file one-time reports. Those are not included in the chart.

Report/Activity	Type	Recipient	Link
Jobs Training Funds Report	Annual Report	Ext - Executive Director's office and DECD	5 MRSA § 13070-J
Maine Quality Centers Report	Annual Report	Ext - Labor Committee	20-A MRSA §12729
Clery Reports to Legislature	Annual Report	EDU, DHHS, DOE	Title 20-A, §12989: Reporting (mainelegislature.org)
Housing and Food	biennial report	AFA/DAFS	Title 5, §8-F: Rules and regulations; review (mainelegislature.org)
Annual Report by Trustees (State of MCCS)	Annual Report	EDU/AFA, Governor	21-A MRSA § 12718
Transcripts withholding	Annual Report	EDU	Title 20-A, §10015: Access to transcripts and diplomas (mainelegislature.org)
First Generation Report	Annual Report	Ext - Education Committee	20-A MRSA §10013
Government Evaluation Act	Report due every 8 years (2017)	Ext - Education Committee	https://legislature.maine.gov/statutes/3/title3sec956.html
OPEGA Report	Annual Report	Ext - Exec. Dir. Legislative Council	5 MRSA §12023, sub-§2
Higher Education Coordinating Committee	Annual Report	Ext - Education Committee	20-A MRSA §9, sub-§5
State of MCCS - Biennial Address	Speech	Ext - Joint Convention of Legislature	Title 20-A, §12720: Report by system president (mainelegislature.org)

2.P Organizational Units

An overview of MCCS Organizational units appears on page 5 of this report.

2.Q Needed Alignment with Other State and Federal Laws

MCCS has identified no provisions contained in MCCS enabling or authorizing statutes that require legislative review to determine the necessity of amendment to align the statutes with federal law, others state law, or decisions of the United State Supreme Court of the Supreme Judicial Court.

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

Maine Community College System

Associate Degree and Certificate Programs

Arts, Humanities, Digital Media, and Communication

	CM	EM	KV	NM	SM	WC	YC
Communications & New Media	A				A		
Digital Graphic Design		A/C					
Digital Media							A
General Studies	A*		A				
Graphic Design	A						
Liberal Studies	A*	A*	A*	A*	A*	A	A*
· Liberal Studies – Art					A		
· Liberal Studies - Economic & Public Policy	A						
· Liberal Studies - English	A				A		
· Liberal Studies - History	A						
· Liberal Studies - Music					A		
· Liberal Studies - Philosophy	A						
· Liberal Studies - Political Science	A						

Business and Hospitality

	CM	EM	KV	NM	SM	WC	YC
Accounting	A*		A*	A*			A*
Business Administration/Management	A*/C*	A*	A*/C*	A*	A*	A*	A*
· Banking & Finance	A						
· Career Option		A					
· Entrepreneurship				C*		C*	
· Entrepreneurship & Small Business	A						
· Event Management		A					
· Finance							A*
· Financial Planning							C*
· Human Resources	A						
· International Commerce						A	
· Nonprofit	A						
· Small Business Development/ Management		C					C*
· Sports Management					A		
Business Administration Transfer	A	A					
Business Administration Transfer - Sports Management	A		A				
Career Studies - Business				A			
Culinary Arts	A/C	A	A		A		
· Cooking Skills			C				
Food Service Specialist		C					
Hospitality Management					A		
Office Assistant				C*			
Outdoor Leadership						A/C	
Restaurant & Food Service Management		A					
Restaurant Management	A						

Computer Science and Information Technology

	CM	EM	KV	NM	SM	WC	YC
Computer Science					A		
Computer Technology	A						
· Coding		A/C/C+					
· Networking		A/C					
Cyber Security					A		
Cyber Security – Digital Forensics	A						
Data Science	A						
Information Technology					A		A*
Network Administration & Cybersecurity				A/C			
Networked Systems Technology & Security							C*
Web Development							C

Education, Human Services, and Social and Behavioral Sciences

	CM	EM	KV	NM	SM	WC	YC
Alcohol & Drug Counselor							C
Behavioral Health Studies							A*
Community Mental Health							C*
Early Childhood Education	A	A	A*	A/C	A/C	A/C	
Education	A				A/C+	A*	A
· Career and Technical Education		C					
· Elementary Education		A					
· Secondary Education		A					
Forensic Social Work							A*
Human Services	A*/C*	A/C			A/C	A*	
· Substance Use and Recovery						C*	
Justice Studies	A*						
Leadership							C*
Liberal Studies – History					A		
Liberal Studies – Political Science					A		
Liberal Studies – Psychology					A		
Liberal Studies – Social Work					A		
Mental Health			A*/C*				
Outdoor Leadership – Adventure Therapy						A	
Psychology	A*		A*				
Social Science	A*/C*						
Special Education		A					
Substance Abuse Rehabilitation Technician		C					

Health Sciences

	CM	EM	KV	NM	SM	WC	YC
Advanced Emergency Care			C				
Advanced Emergency Medical Technician				C			
Allied Health				C*			
Animal Care and Management							A
Cardiovascular Technology					A/C+		
Career Studies - Health Science Pathway		A					
Community Paramedicine				A/C/C+			
Emergency Medical Services/ Paramedicine		A/C	A/C	A/C	A		
Health Information Management			A*				
Health Occupations						C	
Health Sciences	C		C		A		
Health Studies							A/C
Licensed Practical Nursing				C	C		
Medical Assisting		A/C	A/C	A/C	A/C	A	
Medical Coding/Electronic Health Records	A*/C*	C	C*	C*			
Medical Office Technology						C	
· Health Care Secretary		C					
Nursing	A	A	A	A	A	A	A
Nutrition and Dietetics					A		
Phlebotomy			C			C	
Physical Fitness Specialist	A						
Physical Therapist Assistant			A				
Radiologic Technology/Medical Radiography		A/C+	A		A		
Respiratory Therapy Technology			A		A		
Surgical Technology		A			A		
Veterinary Assistant							C
Veterinary Technology							A

Maine Community College System

Associate Degree and Certificate Programs

Industrial Technology and Transportation	CM	EM	KV	NM	SM	WC	YC
Air Conditioning & Refrigeration					C		
Applied Electronics & Computer Technology			A/C				
Aquaculture						A	
Architectural & Engineering Design					A		A
· Marine Design					C		
Automotive Collision Repair				A/C			
Automotive Technology	A	A		A/C	A	C	
· Basic Systems		C					
· Chassis Systems					C		
· Ford ASSET	A						
· Powertrain Systems					C		
Building Construction Technology	A/C	A/C		A/C	A/C		
Building Construction Technology – Jobsite Track	A						
Career Studies	A	A	A	A	A	A	A
Computer Aided Design Technology							C
Computer Aided Machining				C			
Diesel & Automotive Engine Overhaul						C	
Diesel Hydraulics Technology				A/C			
Diesel, Truck, & Heavy Equipment		A					
· Heavy Truck & Equipment Systems		C					
Electrical Construction	A/C						
Electrical Construction & Maintenance				A/C			
Electrical Engineering Technology					A		
Electrical Lineworker Technology			C				
Electrical/Electricians Technology		C	A/C		C		C
Facilities Maintenance & Management	A						
Fine Woodworking & Cabinet Making		A/C					
Heating			C	C	C	C	
Heating, Air Conditioning & Refrigeration	A/C	A			A		
· Refrigeration		C					
Heating, Ventilation & Air Conditioning						A	
Heavy Equipment Maintenance						C	
Heavy Equipment Operation						C	
Horticulture					A		
Major Collision Repair & Refinishing				C			
Mechanical Technology						A/C	
· Passenger Vehicle Service						A	
Metal Fabrication	A						
Multi-Axis Machining					C+		
Plumbing		C	C	C	C		
Plumbing & Heating	A/C		A	A	A		
Powersports Equipment/Small Engine Technician						C	
Precision Machining Technology	A/C/C+		C		A		
· CNC Machine Operator					C		
· Operators Certificate			C				
Refrigeration & Air Conditioning						C	
Residential & Commercial Electricity						D	
Trade & Technical Occupations (for Registered Apprenticeship)		A	A	A	A	A	A
Water Treatment Technology				A	A[1]/C[1]		
· Drinking Water				C	C[1]		
· Wastewater				C	C[1]		
Welding Technology		A/C	C	C		C	
Wind Power Technology				C			

Public Safety	CM	EM	KV	NM	SM	WC	YC
Advanced Emergency Care			C				
Advanced Emergency Medical Technician				C			
Community Paramedicine				A/C/C+			
Criminal Justice	A*	A			A	A*	A*
Conservation Law Enforcement	A/C					A	
Corrections/Probation		C				A*/C*	
Emergency Medical Services/ Paramedicine		A/C	A/C	A/C	A		
Fire Science Technology		A/C			A/C		
Forensic Science	A						
Legal Studies							A
Police Operations	C+						

Sciences, Engineering, and Mathematics	CM	EM	KV	NM	SM	WC	YC
Architectural Studies	A						
Architectural & Engineering Design					A		A
Biological/Life Science	A		A				
Biotechnology					A		
Electrical & Automation Technology		A					
Electromechanical Instrumentation Technology						A	
Exercise Science	A						
Liberal Studies – Mathematics					A		
Liberal Studies – Science					A		
Marine Science					A		
Mechanical Drafting & Design							C
Pre-Engineering	A				A		

CM Central Maine Community College
EM Eastern Maine Community College
KV Kennebec Valley Community College
NM Northern Maine Community College
SM Southern Maine Community College
WC Washington County Community College
YC York County Community College

A = Associate Degree
C = Certificate
D = Diploma
C+ = Advanced Certificate

[1] NMCC program offered at SMCC.

* Also available 100% online.

Admissions officers at each of the colleges are available to answer questions and help you figure out your next steps.

Contact information is available at **mccs.me.edu/apply** or email **MCCSinfo@mainecc.edu**

You can learn more about MCCS programs of study at mccs.me.edu/programs.

TThe Maine Community College System does not discriminate and is an equal opportunity/affirmative action employer. For more information, email eeo@mainecc.edu. The complete Notice of Non-Discrimination is available at mccs.me.edu/non-discrimination.

Appendix B

Maine Community College System

Short-term Workforce Training Programs

Arts, Humanities, Digital Media, and Communication	CM	EM	KV	NM	SM	WC	YC
Google UX Design	•	•	•	•	•	•	•
Google Digital Marketing & E-Commerce	•	•	•	•	•	•	•

Business and Hospitality	CM	EM	KV	NM	SM	WC	YC
Amazon Web Services					•		
Certified Bookkeeper & MOUS Certificate				•			
Certified Social Media Manager				•			
Creating Exceptional Customer Experience							•
Culinary / New Cook Boot Camp		•	•				•
Entrepreneurship Training			•				
Excel Associate Microsoft Certification		•					
Google Project Management	•	•	•	•	•	•	•
Google Business Intelligence	•	•	•	•	•	•	•
Hospitality Badges							•
Intermediate Supervisor Training							•
Leadership Development					•		
Logistics and SCM						•	
Maine Guide Skills		•					
Metrix Professional Development					•		
Microsoft Sharepoint Training				•			
MOUS Certification for Excel				•			
Paralegal					•		
Peer to Supervisor							•
Quickbooks				•			
Raft Guide						•	
Real Estate Agent	•						
Remote Work						•	
ServSafe		•					•
Virtual Assistant			•				

Computer Science and Information Technology	CM	EM	KV	NM	SM	WC	YC
Amazon Web Services					•		
CompTIA Security+	•						
Computer/Data Analyst Foundations			•				
Google Cybersecurity	•	•	•	•	•	•	•
Google Data Analytics	•	•	•	•	•	•	•
Google UX Design	•	•	•	•	•	•	•
Google IT Support	•	•	•	•	•	•	•
Google Pathways in IT						•	
IBM Pathways in IT						•	

Education, Human Services, and Social and Behavioral Sciences	CM	EM	KV	NM	SM	WC	YC
Alternative Pathways to Teaching						•	
Digital Literacy Badge						•	
Drug and Alcohol Supervisor				•			
Early Childhood Conference				•			
Early Childhood Education			•		•	•	
Ed Tech				•		•	
Education Technician II Apprenticeship							•
Educational Trip Leader		•					
Educator Apprentice					•		
Educator Pathway	•						
Employment and Disability Badge						•	
Intro to Substance Use Disorders						•	
Learning Facilitator		•					
Mental Health Career Academy							•
Mental Health and Rehabilitation: MHRT/C						•	
Substance Use Recovery CADC Apprenticeship						•	
Wellness and Compassion Fatigue						•	

Health Sciences	CM	EM	KV	NM	SM	WC	YC
Adv. Cardiac Life /Pediatric Adv. Life Support			•				
Advanced Cardiac Life Suppport							•
Advanced Emergency Medical Technician			•				•
Basic Life Support	•					•	
Certified Nursing Assistant	•	•			•		
Clinical Assisting		•					
CPR First Aid					•		
Dental Assisting					•		•
Emergency Medical Technician		•		•	•	•	•
Expanded Function Dental Aux							•
Medical Assisting					•		•
Medical Billing and Coding							•
Medical Coding		•					
Medical Interpreting					•		
Mobile Technology Lab 2526 (Health Science Skills)						•	
Nursing TEAS Prep							•
Pediatric Advanced Life Support							•
Patient Services Rep						•	
Pharmacy Technician	•	•			•		•
Phlebotomy	•	•	•		•		•
Radiation Health & Safety Exam Review							•

You want a good job, right now

Fast track your future with low- or no-cost short-term training programs offered through our Harold Alfond Center for the Advancement of Maine's Workforce. Most of our 200+ programs are grant funded, so there's no cost to you!

We partner with more than 2,000 businesses to create customized training so you learn the exact skills you need for jobs in today's marketplace. Programs take just weeks and months to complete, and some offer weekly stipends, housing opportunities, and guaranteed job interviews with local businesses that have open positions.

Take advantage of hybrid, night, and on-demand schedules; stackable badges and certificates; and scholarships for future degree and certificate programs.

Maine Community College System

Short-term Workforce Training Programs

Industrial Technology and Transportation	CM	EM	KV	NM	SM	WC	YC
608 Certification (Heat Pump/HVAC)				•			
Aboriculture					•		
Advanced Construction Institute					•		
Advanced Manufacturing					•		
Automotive Technology			•				
Broadband Technician	•						
CNC Machining							•
Commercial Driving License	•	•	•	•		•	
Commercial Driving Academy				•			•
Construction			•				
Construction Institute					•		
Dent Repair Certification				•			
Electric Boat Motor						•	
Electrical Technology	•	•	•				•
Entry Level Machine Operation			•				
Fiber Optic Technician	•						
Gas and Propane Large Equipment					•		
Gas and Propane Construction					•		
Heat Pump Installer	•			•		•	
Heavy Equipment Operator Training			•				
High Pressure Boiler	•				•		
Home Inspection	•						
Industrial Instrumentation				•			
Mechatronics				•			
National Code Update		•					
National Electrical Code Course				•			
Oil Burner Technician		•			•		
Plasma Table				•			
Propane Technician		•					
St. Croix Tissue – Electro-Mechanical Instrumentation						•	
Water Treatment Certificates				•			
Welding	•		•	•	•		•
Yamaha Boat Motor Repair					•		

Public Safety	CM	EM	KV	NM	SM	WC	YC
Adv. Cardiac Life /Pediatric Adv. Life Support			•				
Advanced Cardiac Life Support							•
Advanced EMT			•				•
Basic Life Support	•			•			
CPR First Aid					•		
Emergency First Responder		•					
Emergency Telecommunications		•					
Emergency Medical Technician		•		•	•	•	•
Emergency Vehicle Operator Course							•
Fire Officer I, II, and III		•					
Heavy Vehicle Extrication		•					
HYEV Safety for Forest Responders						•	
Pediatric Advanced Life Support							•
Prehospital Trauma Life Support							•
Radiation Health & Safety Exam Review							•
Water Treatment Certificates				•			
Wilderness First Responder		•					

Sciences, Engineering, and Mathematics	CM	EM	KV	NM	SM	WC	YC
Advanced Construction Institute					•		
AutoCAD				•			
Construction Academy			•				
Electrician Technology	•	•	•				•
Land Surveying	•						
Welding	•		•	•	•		•

Short-term workforce training programs are offered at our colleges on a rolling basis throughout the year, for different lengths of time depending on the subject. Some classes are offered multiple times a year.

For more information, contact the community college directly or go to **alfondcenter.mccs.me.edu/short-term-training**

CM Central Maine Community College
EM Eastern Maine Community College
KV Kennebec Valley Community College
NM Northern Maine Community College
SM Southern Maine Community College
WC Washington County Community College
YC York County Community College

Contact us at 207-629-4013; **mccsalfondtraining@mainecc.edu; MCCSworks.com**

Pre-Hire Training

Start a new career in a matter of months! These programs fill high-demand positions, take less than one year to complete, and are offered at low- or no-cost for students. Graduates have the skills needed to go directly into the workforce while earning credit for a future degree.

Incumbent Worker Training

Already have a job, but want to keep growing in your position? Employers who join the Maine Workforce Development Compact can get up to $1,200 in matching funds for employees to get professional development! Gain skills that lead to career advancement, job security, and retainment.

Scholarships

Want to keep going? We have scholarships available to help you complete a certificate or degree program. Students who have received pre-hire or Compact training are eligible for 50% off two courses each semester.

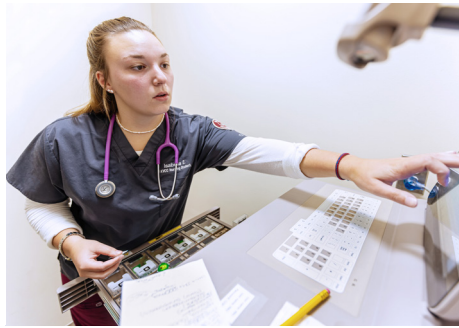
Appendix C

MAINE'S COMMUNITY COLLEGES

LET'S GO BEYOND

STRATEGIC PLAN

MARCH 2025



LET'S GO BEYOND, TOGETHER

Maine's community colleges are critical to Maine's economic health, with strong ties to Maine's industry leaders and offering an affordable, relevant, high-quality education to those looking for a better life.

Our seven colleges serve more than 33,000 students a year. We offer early college, short-term workforce training, certificate, degree and transfer options, and focus on the unique success of each student.

That takes strategic thinking, deep connections, shared accountability, and an evolving strategic vision focused on our students, our employer partners, and most importantly, our people.

This strategic plan is ambitious and bold. We anchor our work in three critical pillars, inviting us all, in bright and challenging times, to engage deeper, to see beyond. Our students will continue to pursue their dreams across an array of affordable educational opportunities. Our colleges and our people will continue transformational work aligning academic and short-term instruction with industry demands, framed by clear, efficient pathways.

This document is a roadmap to get us there.

Our students remain at the heart of our work. We must offer meaningful, transparent, and relevant paths to achieve their own version of success while supporting their strong sense of belonging at our colleges.

Our relationship with employers is critical to ensure we're fulfilling our mission of creating the skilled and adaptable workforce that our state so desperately needs. Addressing Maine's talent attraction and retention requires all of us to lean in.

Our people make all this possible. The talented employees who make up the MCCS community are the drivers of our purpose. We must actively support each other, provide opportunities to ensure everyone reaches their optimal lifegoals and supports our interests and contributions to each of our communities.

This is an organic, ongoing journey. I encourage you to engage in the work with us and take advantage of the regular opportunities to check our progress and collaborate on meeting our mission, together.

David Daigler
President of the Maine Community College System

NATIONAL
2022
SeaWolves
SOUTHERN MAINE COMMUNITY COLLEGE

OUR MISSION

To create an educated, skilled and adaptable labor force that is responsive to the changing needs of the economy.

MSRS Title 20-A, §12703

OUR VISION

Maine's community colleges will continue to be recognized as essential to the economic mobility and social and civic resilience of the state. The colleges will offer Maine people opportunities for lifelong learning that propels and enriches their lives and communities by providing innovative and relevant educational opportunities. Maine's employers will consistently turn to their community colleges to develop the full potential of their workforce through agile and responsive programming.

OUR VALUES

Maine's community college **students** deserve the opportunity to learn, grow, and advance their careers in a safe, supportive, and connected environment; where they feel a strong sense of belonging.

Maine **employers** need the skilled, educated, and adaptable talent we develop for an ever-evolving workplace.

The employees of the Maine Community College System, our **people,** are our most valuable resource. We support diverse, equitable, and inclusive work environments that provide employees with a sense of belonging, leading to opportunities to engage in meaningful work, lead balanced and productive lives, and advance their careers.

Our students, employers, and people need the support of a set of foundational elements that strengthen the overall system. Through a spirit of innovation and collaboration, we will build partnerships that ensure each student's success and meet the specific needs of employers and the distinct communities we serve. To fulfill our vision, we will need innovative delivery methods, robust information systems, and business models that sustain growth and expansion.

HOW WE'RE GOING BEYOND NOW

Our Reach

33,000+

Students we serve each year

27,454

Short-term training students since 2022

4,500+

Early college credit students each year

Our Affordability

78%

Of our students get grant aid each year

$101 MILLION+

Grant aid we award each year

17,151

Free college students enrolled since 2022

Our Opportunities

300+

Associate degree and certificate programs we offer

1,783

Maine employers who have joined the MCCS workforce training compact

180+

Degree-level transfer agreements between MCCS and public universities

Our Impact

50,468

Degrees and certificates we have awarded since 2003

84%

Of short-term training students planned to take more training in the future

BUILD YOUR FUTURE

Start a 4-year degree
2 years +

Transfer

College degree
2 years +

Start your career

Skilled certificate
Months to 1 year

Enter high-skill / high-wage fields

Short-term training
Weeks to months

Retrain, learn skills for entry-level positions

Early college
By semester

Explore interests and earn free college credits

Earn a badge
Hours to days

Be work ready and explore options

DISCOVER YOUR PATHWAY

Arts, Humanities, Digital Media, and Communication

Education, Human Services, and Social and Behavioral Sciences

Public Safety

Business and Hospitality

Health Sciences

Sciences, Engineering, and Mathematics

Computer Science and Information Technology

Industrial Technology and Transportation

"I THINK BACK TO THE DECISION TO TAKE PART IN THE THREE-WEEK INTRODUCTION TO DESIGN COURSE WITH GRATITUDE. THAT REALLY WAS THE MOST LIFE-ALTERING THREE WEEKS OF MY LIFE."

—Adrianna Bedolla, workforce training student

GOING BEYOND FOR...

OUR STUDENTS

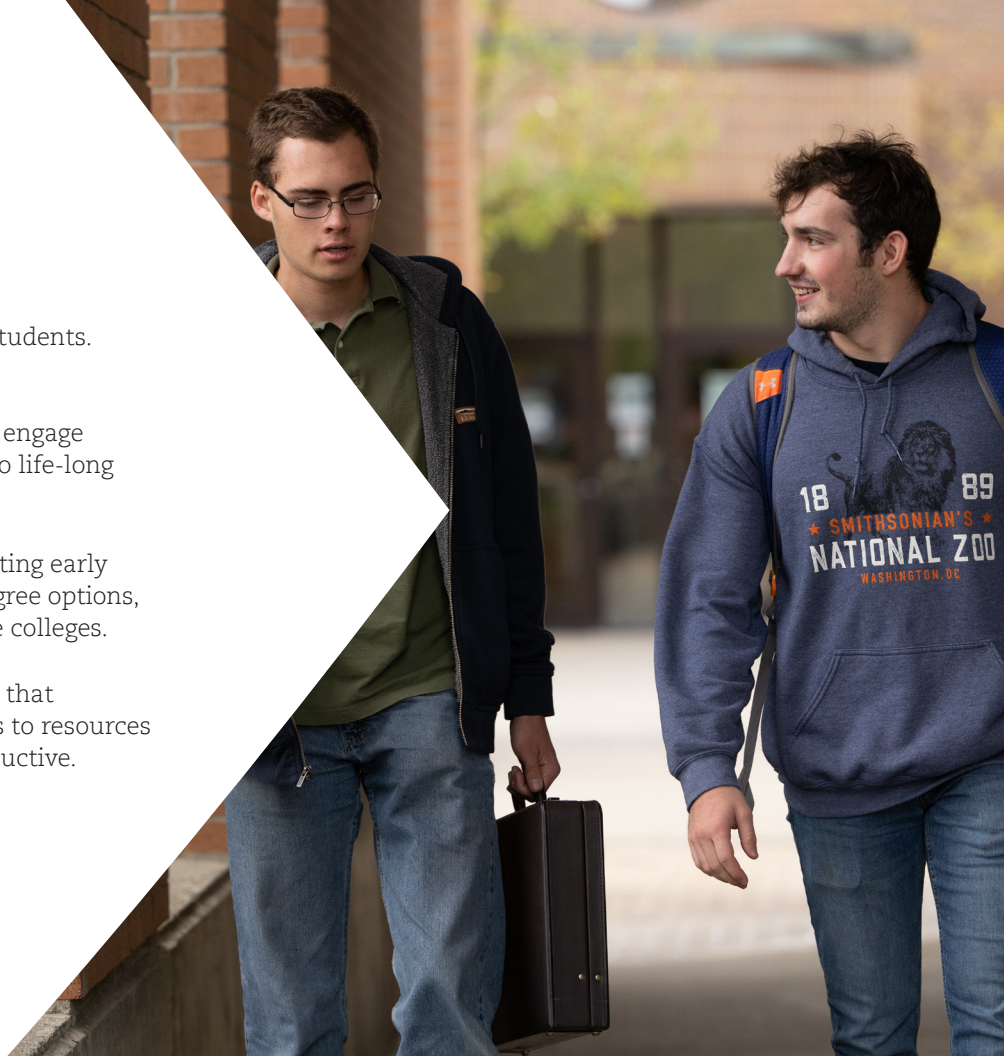
Our vision for engaging and supporting students:

Maine's community colleges will develop relevant, high-quality, affordable, and accessible life-long learning opportunities. The system and colleges will strive to help students achieve their goals by:

- Eliminating barriers to access.
- Promoting student success while supporting social and emotional well-being of our entire community that ensures a strong sense of belonging.
- Building a coordinated system of credentialing options.

LONG-TERM GOALS

- Meet the full financial need for all students.
- Meet students “where they are” and engage them in learning options that lead to life-long engagement with our colleges.
- Build pathways for students connecting early college, short-term training, and degree options, including transfers to baccalaureate colleges.
- Build in-person and on-line support that welcomes and connects all students to resources needed to become healthy and productive.



OUR STUDENTS

2025 Strategies:

- Gain legislative support for funding the Free College Scholarship as a permanent program.
- Attract financial resources to sustain Maine Jobs and Recovery Plan (MJRP) and Harold Alfond Foundation (HAF) grant-funded programs.
- Implement Pathways at all seven colleges, tangibly connecting early college and short-term programming to degree options.
- Establish a support structure that promotes and advances physical wellness, mental health, and campus safety programming at all colleges.
- Pilot program options that integrate civic engagement into daily learning.

2026 Strategies:

- Expand financial support from governmental and philanthropy sources to help meet the full financial need for all students:
  - Support legislation that expands Federal Pell Grants to include more support, expanded income qualifications, and short-term Pell.
  - Expand stipends for students in short-term training programs.
- Expand Pathways to incorporate early college to community colleges and community colleges to four-year programs.
- Engage in leadership roles in our broader communities to participate in dialogues relevant to improving student mental health, campus safety, and civic engagement.

GOING BEYOND WITH...

OUR EMPLOYERS

Our vision for engaging and supporting employers:

Maine's community colleges will build deep, lasting partnerships directly with businesses and industry groups to support the delivery of relevant, high-quality, high-demand workforce development options across the state.

From pre-hire training and advanced skill development to credential attainment, our
employers will turn to their community colleges to develop a fully educated workforce for an ever-evolving workplace.

LONG-TERM GOALS

Serve as the highest quality, integrated partner for workforce development programs, building incentive-based programs for workforce attraction, retention, and advancement.

Continue to build long-term, value-added relationships with employers that connect industry need with workforce development and training with supportive funding opportunities that sustain skill-based employee attraction, development, and career advancement.

Share the knowledge gained we have acquired from our experiences, and our consulting partners.

2025 Strategies:

- Implement the information systems necessary to track training and education acquired through all providers in a single student record that aggregates an employer's entire frontline workforce.
- Increase engagement with existing, or help create, industry-based collaborations that are relevant to the state's highest needs (housing/construction, education, healthcare).
- Complete ideation and requirement definitions for an AI platform that supports matching employer workforce development needs with industry-based training options at scale.
- Further identify employer partners thought leaders to build exemplary programming strategies that inform and catalyze our program efforts.

2026 Strategies:

- Transition to a matrix model in the Harold Alfond Center for the Advancement of Maine's Workforce, aligning industry specific specialists to support regional coordinators to deepen employer-, industry- and sector-based partnerships.
- Build and test an AI platform that supports matching employer workforce development needs with industry-based training options at scale.

GOING BEYOND FOR...

OUR PEOPLE

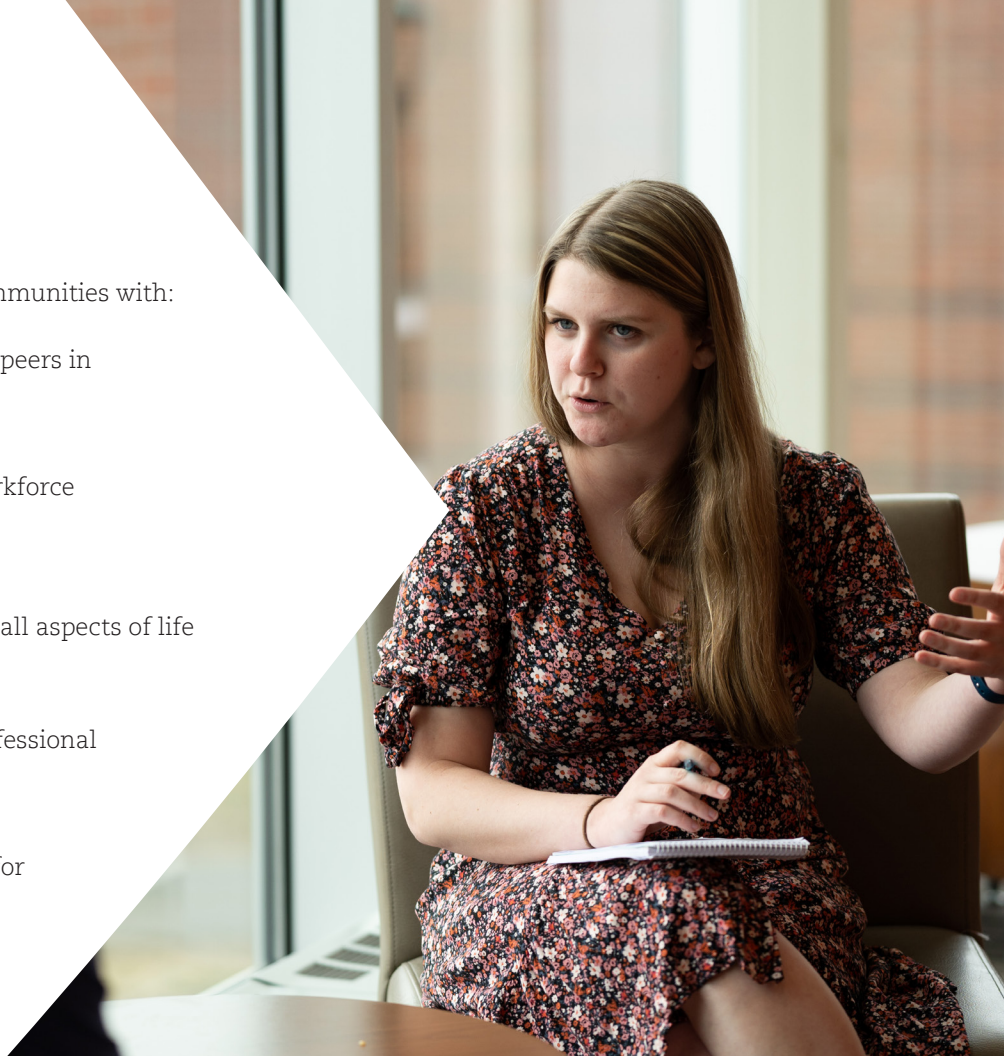
Our vision for engaging and supporting people:

The system and the colleges will attract and develop a diverse and passionate team committed to finding new ways to build an educated, skilled, and adaptable labor force. To do so, we will offer a combination of competitive compensation, professional development, and flexible work environments— respecting every voice in our community.

LONG-TERM GOALS

Build a diverse workforce, reflective of our communities with:

- Compensation commensurate with peers in the Northeast.
- Passion for student success and workforce development
- The flexibility needed to succeed in all aspects of life
- Access to nationally recognized professional development
- Clear and transparent opportunity for professional growth.



2025 Strategies:

- Objectively assess the competitiveness of MCCS current compensation, using a total compensation assessment.
- Negotiate collective bargaining agreements that more fully reflect the changing circumstances of our work and employment conditions.
- Complete an employee engagement survey.
- Expand leadership and professional development funding, incentives and other opportunities to build participation in professional growth.
- Modernize a classification system that supports clear, transparent, and equitable job classifications and earning categories.

2026 Strategies:

- Transform the business model and secure funding that provides essential resources to assure objective and sustainably competitive compensation for all classifications of employees.
- Examine systems and opportunities that objectively reward superior performance.
- Execute a plan for enhanced engagement built on the results of the employee engagement survey.
- Continue to expand leadership and professional development funding and incentives that build participation in professional growth.
- Implement a classification system that supports clear, transparent, and equitable job classifications and earning categories.

OUR VISION FOR CREATING FOUNDATIONAL ELEMENTS

There are three foundational elements that support the success of our students, employers, and people: facilities, partners, and approaches to business operations. By investing in these foundational elements, we will strengthen the foundation by which our students, employers, and people can succeed.

Facilities:

Maintain modern, high-quality learning and administrative facilities. To that end, the system and colleges will strive to provide the resources needed to continuously renew learning facilities with innovative program delivery options, consistently maintain and renovate our buildings, and steward environmentally responsible campuses.

Partners:

Embrace partnerships with other education institutions, student support organizations, and government agencies that advance our mission and vision. Through these partnerships, we will be more effective and efficient in delivering an "educated, skilled and adaptable labor force that is responsive to the changing needs of the economy."

Approach:

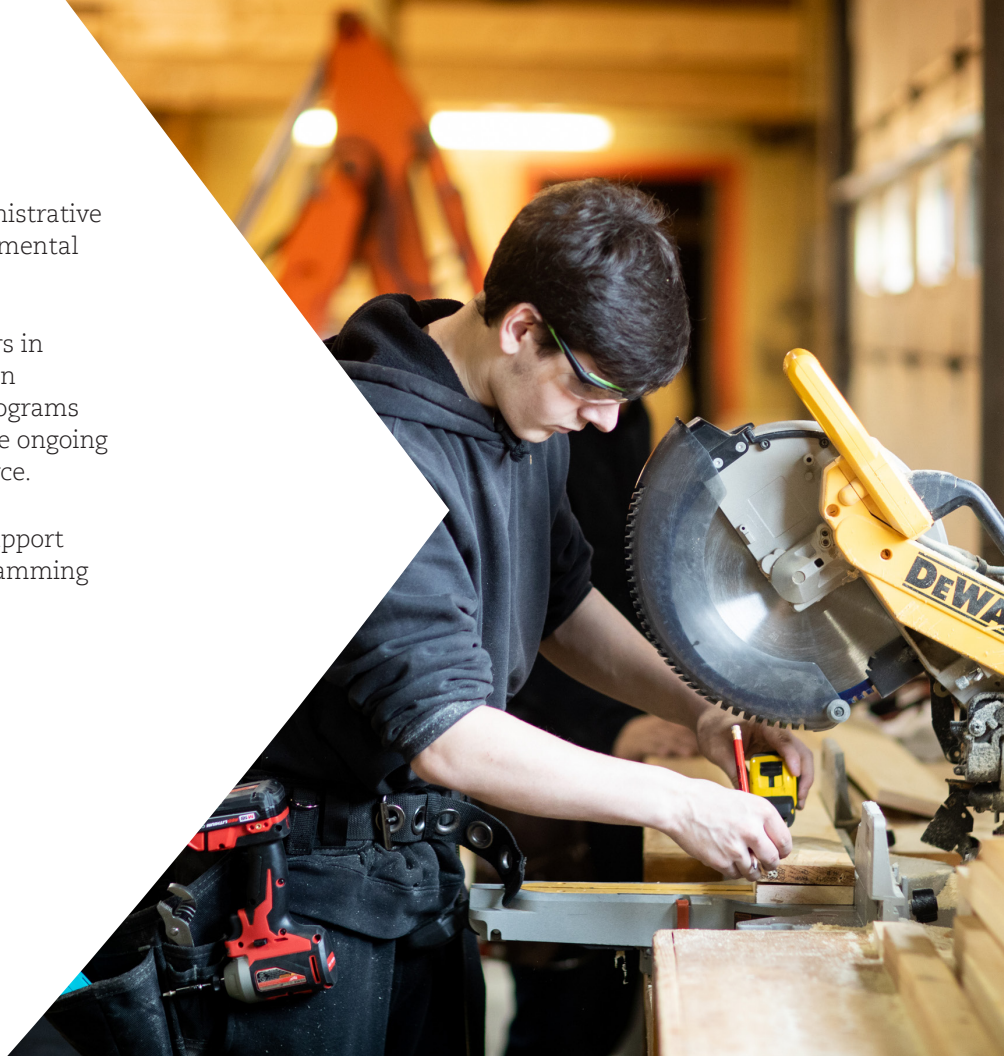
Adopt a business model responsive to the realities of today's economy. To that end, the system and colleges will build a portfolio of funding sources that support a predictable financial base and embrace information management as a critical link to student success and the development of a fully educated workforce for our employers.

LONG-TERM GOALS

Sustain modern teaching and administrative facilities with zero negative environmental impact.

Lead the engagement of our partners in workforce development to sustain an integrated and effective series of programs and support systems that enable the ongoing development of world-class workforce.

Transform the business model to support sustained growth and quality programming across all offerings.



2025 Strategies:

- Evolve a higher education capital planning funding model in collaboration with Maine's other public institutions of higher education.
- Assess the environmental impact of MCCS and develop potential strategies for reducing our negative impact on our environment.
- Partner with recognized co-leaders in workforce development with the shared goal of expanding funding opportunities. Implement the Anthology SIS suite of applications.
- Explore business models that provide long-term funding for growth and high-quality programming.

2026 Strategies:

- Expand partnerships with recognized co-leaders in workforce development with the shared goal of increasing funding opportunities.
- Evolve and build support with state leadership, the federal delegation and business leaders to fund with public and private partners a sustainable capital investment program for Maine's public institutions of higher education.
- Implement a business model that provides funding for growth and high-quality programming.

FROM HOMELESS VET TO DESIGNING DESTROYERS

When Thomas Bailey returned to Maine, he was homeless, staying at a VA shelter in Lewiston. He learned about a Marine Design skilled certificate program at SMCC in partnership with Bath Iron Works. SMCC set him up with dormitory housing, enabling him to attend classes. After the program, Thomas was hired as an electrical designer for BIW, allowing him to get his own apartment and launch a new chapter in his life.

> **"THIS PROGRAM REALLY LAYS OUT THE BRIDGE IN ORDER TO COME FROM A PLACE OF NON-EXPERIENCE. IT'S A LIFE CHANGING PROGRAM."**
>
> **—Thomas Bailey, skilled certificate student**

LET'S GO BEYOND, TOGETHER.

Maine's Community Colleges

Central Maine Community College

Eastern Maine Community College

Kennebec Valley Community College

Northern Maine Community College

Southern Maine Community College

Washington County Community College
Discover Choices • Create Success

York County Community College

Appendix D

MAINE COMMUNITY COLLEGE SYSTEM

GENERAL ADMINISTRATION
Section 203.2

SUBJECT: INFORMATION PRACTICES

PURPOSE: To provide notice of MCCS practices regarding personal information exchanged on MCCS websites

A. Website Privacy Policy

The System and Colleges shall provide website notices regarding personal information exchanged on MCCS websites that comply substantially with the form set forth below.

B. Model Notice

1. Typical Web Site Usage

"You can visit our website to obtain information without telling us who you are and without revealing any personal information. The only information we collect and store during this type of normal use is the name of your Internet Service Provider, the website that referred you to us, the pages you request, and the date and time of those requests. This information is used to help us analyze trends and improve our site. When you use the website in this way, we do not collect or store personally identifiable information such as your name, mailing address, e-mail address, or phone number unless you have requested specific information through one of our on-line forms or have filled out one of our surveys."

2. Collection of Personally Identifiable Information

"If you choose to provide personally identifiable information to us when using this site -- through a form, survey, or other type of correspondence -- the information is collected and stored in a manner appropriate to the nature of the data and is used to fulfill your request. Unless required to do so by the Maine Freedom of Access Act (FOAA), we do not share or otherwise disclose to other organizations or third parties the personal information you may have chosen to provide as a user of this site."

3. Links to Non-MCCS Sites

"This site contains content and other materials that link to web sites operated by third parties. We have no control over those sites and this Privacy Policy does not apply to them. You are encouraged to review the privacy policies of those other sites."

REFERENCES: 20-A M.R.S.A. §12706 (1); and 1 M.R.S.A. §542

DATE ADOPTED: February 26, 2013

DATE(S) AMENDED:

MAINE COMMUNITY COLLEGE SYSTEM

GENERAL ADMINISTRATION
Section 203

SUBJECT: COMPUTER AND NETWORK USE

PURPOSE: To promote the responsible use of college and System computers and networks

As with any college system, the MCCS seeks to enhance opportunities for individual and collaborative learning and research. As a public institution with limited resources and distinct policy and legal obligations, the MCCS also needs to ensure that such uses are consistent with those resources and obligations. The goal of this policy is to balance these interests and promote responsible and secure use for all.

A. Application

This policy applies to:

1. Each college and other entity of the MCCS;

2. All computing resources owned or operated by the MCCS including, but not limited to, all hardware, software, peripherals, networks, network components, accounts, physical and logical data, e-mail and all other data or information transmitted by such equipment ("computers");

3. All employees, students and other persons who use such computers ("users"); and

4. In addition to any other computer use policy adopted by entities within the MCCS, and by entities outside the MCCS that operate resources accessed through or from the MCCS.

B. General Rules

1. Educational Priority

The priority use of MCCS computers is to provide direct support for learning, teaching and administration of MCCS programs. Such priority will govern access to MCCS computers.

2. Use is a Privilege, Not a Right

Use of MCCS computers and accounts thereon is a privilege, not a right. This privilege is limited by the provisions of this policy, any other pertinent policy or law, and may be withdrawn for violation thereof.

3. Limited Right of Privacy

Users may not have an expectation of privacy in their use of MCCS computers or networks. For example, the MCCS reserves the following rights:

a. Periodic Network Monitoring

The MCCS reserves the right to monitor periodically, randomly and without notice use rates, patterns, speed and system capacity to ensure the efficiency or integrity of the MCCS network and its computers. Such monitoring may proceed only by a person expressly authorized by the MCCS or college president;

b. Inspection of a Particular Account or Computer

The MCCS reserves the right to inspect those accounts, computers or files that the MCCS has reason to believe are misused, corrupt or damaged. Such inspection may proceed only by a person expressly authorized by the MCCS or college president and as advised by the MCCS general counsel; and

c. Access by Outside Agencies

User accounts, computers or files may also be subject to access in response to subpoenas, court orders, or other legal or regulatory requirements. Users will be notified as promptly as possible, unless notification is precluded by such subpoena or order.

4. Limited Designated Forum

The MCCS computer network constitutes a limited designated forum. This forum is designated for the limited purpose of helping students pursue, faculty to provide, and non-teaching staff to support the colleges' education, training and related programs.

5. Time, Manner and Place Limitations

The MCCS reserves the right to limit certain uses on or through the MCCS computers at those times and locations that the MCCS determines are necessary to regulate system capacity and speed. These limitations apply, but are not limited to, the downloading of video, music, photographic and other large data files.

6. Website and Webpage Development and Management

Any website, web page or other portion of a website hosted by a server owned, operated or maintained by a college or the MCCS is the property and speech of the MCCS, and the MCCS reserves all rights to control the access to, content of, and all other aspects regarding such web pages or websites. The Presidents Council may adopt a procedure for controlling the development and management of such web pages and websites, including standards controlling links to web pages and/or websites that are not owned, operated or maintained by a college or the MCCS.

C. Specific Prohibitions

Conduct that violates this policy includes, but is not limited to, the following:

1. Displaying, downloading, printing or distributing obscene, sexually explicit or sexually offensive images or text in a manner that constitutes sexual harassment or other violation of law;

2. Violating copyright laws, including the unlawful reproduction or dissemination of copyrighted text, images, music, video and other protected materials;

3. Using System computers for commercial activity, such as selling products or services;

4. Unauthorized access to or use of a computer, computer account or network;

5. Connecting unauthorized equipment to a college or MCCS network;

6. Unauthorized attempts to circumvent data protection or security including, but not limited to, creating or running programs that identify security loopholes or decrypt secure data;

7. Deliberately or negligently performing an act that will interfere with the regular operation of a computer;

8. Deliberately or negligently running or installing a program that, by intent or effect, damages a computer, system or network. This includes, but is not limited to, programs known as computer “viruses,” “trojan horses” and “worms;”

9. Deliberately or negligently wasting computing resources;

10. Deliberately or negligently overloading computing resources, such as running excessive programs that use relatively substantial bandwidth and other resources. This includes, but is not limited to, peer-to-peer applications;

11. Violating terms of applicable software licensing agreements;

12. Using electronic mail to harass or threaten another person or organization;

13. Initiating or perpetuating electronic chain letters or unauthorized mass mailings. This includes, but is not limited to: multiple mailings to news groups, mailing lists or individuals; "spamming;" "flooding;" and "bombing;"

14. Misrepresenting or misappropriating the identity of a person or computer in an electronic communication;

15. Transmitting or reproducing materials that are libelous or defamatory;

16. Unauthorized monitoring of another user's electronic communications; or reading, copying, changing or deleting another user's files or software without authority;

17. Communications that use public resources to promote partisan political activities;

18. Communications that are not otherwise protected by law because they constitute, for example, defamation, incitement to unlawful conduct, an imminent threat of actual violence or harm, fighting words, terrorist threats, gross disobedience of legitimate rules, criminal or severe civil harassment or false advertising; and

19. Otherwise violating existing laws or System policies.

D. Enforcement

Violation of this policy may result in the loss of computing and/or network access; other disciplinary action; and/or appropriate civil or criminal legal action.

E. Security

Upon recommendations of the college and System directors of information technology, the Presidents Council shall adopt a procedure that provides adequate uniform security for all System and college computers and networks.

REFERENCES: 20-A M.R.S.A. §12706(1)

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:

MAINE COMMUNITY COLLEGE SYSTEM
PROCEDURES MANUAL

GENERAL ADMINISTRATION
Section 203.1

SUBJECT: NOTICE OF RISK TO PERSONAL DATA

PURPOSE: To establish a procedure to provide notice of risk to personal data

I. Introduction

This Procedure complies with the provisions of the Notice of Risk to Personal Data Act.

II. Definitions

As used in this Procedure, the following terms have the following meanings:

A. Breach of System Security

"Breach of system security" means an:

1. Unauthorized acquisition of College or System computerized data that compromises the security, confidentiality or integrity of an individual's personal information maintained on a College or MCCS computer; and/or

2. Authorized acquisition that is then used for an unauthorized disclosure of such personal information.

B. Personal Information

"Personal information" means the following information about an individual when such information is not encrypted or redacted:

1. First name or first initial; and

2. Last name; and

3. Any one or more of the following:
   a. Social security number;

   b. Driver's license number or state identification card number;

c. Account number, credit card number or debit card number, if such a number could be used without additional identifying information, access codes or passwords;

d. Account passwords or personal identification numbers or other access codes; or

e. Any of the data elements contained in paragraphs a through d above when not in connection with the individual's first name, or first initial, and last name, if the information if compromised would be sufficient to permit a person to fraudulently assume or attempt to assume the identity of the person whose information was compromised.

"Personal information" does not include information available to the general public from federal, state or local government records, widely distributed media, or other lawful source.

C. Unauthorized Person

"Unauthorized person" means a person who:

1. Does not have authority or permission to access such personal information; and/or

2. Obtains access to such personal information by fraud, misrepresentation or similar deceptive practice.

D. Information Broker

“Information broker” means any person who, on behalf of a College or the MCCS, maintains computerized data that includes personal information.

III. Duty to Investigate

If an information broker becomes aware of a breach of system security, the information broker shall promptly contact the College and/or MCCS Director of Information Technology. Such Director shall then promptly inform the College President and commence a reasonable and good faith investigation to determine the likelihood that personal information has been or will be misused.

IV. Duty to Notify

If a College and/or MCCS Director of Information Technology determines that it is likely that personal information has been or will be misused as result of a breach, the College or MCCS Director of Information Technology shall provide the following notice.

A. Content of Notice

The notice shall contain the date of the breach; the information believed to be accessed; a summary of the college's efforts in response to the breach; and a College or MCCS contact who upon request can provide additional information.

B. Recipients of Notice

The above notice shall be provided to:

1. A person whose personal information has been, or is reasonably believed to have been, acquired by an unauthorized person; and

2. The MCCS Director of Information Technology, who in turn shall notify the MCCS President; and

3. The MCCS General Counsel, who in turn shall notify the Maine Attorney General's Office; and

3. In breaches affecting more than 1,000 persons at a single time, the following consumer reporting agencies shall also be notified:

   a. Experian
   P.O. Box 2002
   Allen, TX 75013-2002
   1-888-397-3742

   b. Trans Union
   P.O. Box 1000
   Chester, PA 19022
   1-800-888-4213

   c. Equifax
   P.O. Box 740250
   Atlanta, GA 30374-0250
   1-800-685-1111

   However, the notice to these agencies shall only include the following: date of the breach, an estimate of the number of persons affected by the breach, if known, and the actual or anticipated date that persons were or will be notified of the breach.

C. Timing of Notice

Notice shall be given as expediently as possible once a College and/or MCCS Director of Information Technology determines that it is likely that personal information has been or

will be misused as result of a breach. However, such timing shall be determined consistent with any:

1. Known legitimate needs of law enforcement; and

2. Measures necessary to determine the scope of the security breach and restore the reasonable integrity, security and confidentiality of the data in the system.

D. Means of Notice

Notice shall be by U.S. Mail to last known address. If, however, the cost of providing such notice would exceed $5,000, or if the number of persons to receive notice exceeds 1,000, or if the College and System does not have such an address, the following notice may be given instead:

1. E-mail notice to those whose email addresses are known; and

2. Conspicuous posting of the notice on the College's or System's publicly accessible website; and

3. Notification to major statewide media.

V. Complete Copy of the Law

For a complete copy of the Maine law governing this subject, see *10 MRSA §§1346-50-A* available at http://janus.state.me.us/legis/statutes/10/title10ch210-B.rtf.

REFERENCES: 10 M.R.S.A. §§1346-50-A

DATE ADOPTED: January 24, 2007

DATE(S) AMENDED: January 26, 2010

Appendix E

MAINE COMMUNITY COLLEGE SYSTEM

STUDENT AFFAIRS
Section 502

SUBJECT: UNIFORM FERPA NOTICE AND POLICY

PURPOSE: To provide a uniform guidance under the Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. This policy provides a uniform notice and policy summarizing certain portions of those rights.

A. Records Inspection

A student has the right to inspect and review the student's education records within 45 days of the day a college receives such request. A student should submit to the Registrar, Dean, head of the academic department or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The appropriate official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

B. Amendment of Records

A student has the right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask a college to amend a record should write the college official responsible for the record, identify the specific part of the record that the student wants changed, and specify the reason why it should be so changed. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a meeting regarding that decision.

C. Student's Right to Prevent Disclosure

A student has the right to provide written consent before a college discloses personally identifiable information from the student's education records, except to the extent that FERPA or other laws authorize disclosure without such consent.

D. College's Rights to Disclose

A college may disclose education records without a student's prior written consent under a number of circumstances including, but not limited to, the following circumstances:

1. Health or Safety Emergency

A college may disclose education records without a student's prior written consent under the FERPA exception for an emergency that poses an imminent threat to health or safety.

2. Directory Information

Unless a student withholds consent by use of an opt-out form that the colleges shall provide to each student, a college may disclose certain education records without a student's prior written consent under the FERPA exception for directory information. FERPA permits MCCS to determine whether to recognize the concept of directory information and, if so, how to define such information and the circumstances of its disclosure. MCCS recognizes directory information only for use in its own purposes, publications, recognition of students, and efforts to help students access specific academic and employment opportunities. In those instances, directory information includes a student's full name; hometown; permanent address; assigned college email address; date of birth; the fact that a student is or was enrolled; enrollment status (e.g., full-time, half-time or less than half-time); class level and majors/minors; dates of attendance; degrees, honors or awards received; cumulative credit hours; participation in officially recognized activities and sports; certain biographical information of athletes; and photograph.

For clarity, directory information does not include a student's identification number; telephone number(s); parents' names and addresses; GPA or grades; current schedule; information on academic standing (probation, disqualification, etc.) or whether a student is eligible to return to school; accounts receivable balance; disciplinary records; financial records of parents; student employment records; psychiatric or psychological records; and copies of transcripts from other schools or colleges.

In all other instances, MCCS regards such information to be part of a student's education record protected from other disclosure under both FERPA and pertinent state law exceptions to the Freedom of Access Act.

3. School Officials with Legitimate Educational Interests

A college may disclose education records without a student's prior written consent to school officials under the FERPA exception for legitimate educational interests. For purposes of this provision, a "school official" is a person employed by a college and/or the MCCS in an administrative, supervisory, academic or research, or support staff position (including security and health personnel); a person or company with whom a college has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor or collection agent); or a student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for a college.

4. Officials of Other Schools

Upon request, a college may disclose education records without consent under the FERPA exception for disclosures to officials of another school in which a student seeks or intends to enroll.

5. Lawfully Issued Orders and Subpoenas

A college may disclose education records without a student's prior written consent under the FERPA exception for complying with a judicial order or lawfully issued subpoena.

6. Financial Aid for which a Student has Applied

A college may disclose education records without a student's prior written consent under the FERPA exception for financial aid for which the student has applied.

7. Organizations Whose Work Will Improve MCCS Instruction

A college may make certain disclosures under FERPA without individual consent under the FERPA exception for disclosure to organizations conducting studies for, or on behalf of, the MCCS for the purpose of improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer needed for the purpose for which it is conducted.

8. Disclosure to Military Recruiters

A college must, as required by law, disclose education records without a student's prior written consent to requesting military recruiters.

E. Complaints

A student with questions or concerns about the student's rights and a college's responsibilities should promptly inform the appropriate college student services official. A student also has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-5901.

REFERENCES: 20 U.S.C. §1232g; 20-A M.R.S.A. §6001

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED: November 29, 2012, April 27, 2016

Appendix F

MAINE COMMUNITY COLLEGE SYSTEM

GENERAL ADMINISTRATION
Section 204.1

SUBJECT: FREEDOM OF ACCESS ACT COMPLIANCE

PURPOSE: To provide guidance for complying with the Freedom of Access Act

To guide the colleges and System Office in complying with requests under the Freedom of Access Act, the MCCS adopts the attached guidance.

REFERENCES: 20 U.S.C. §1232g; 34 C.F.R Part 99; 1 M.R.S.A. §401 et seq.; 5 M.R.S.A §957, §1743, 1747, §7070, §8002, §9059, §17057; MCCS Policy 204

DATE ADOPTED: February 23, 2010

DATE(S) AMENDED: June 13, 2016; October 24, 2023

Maine Community College System

Understanding and Complying with Maine's Freedom of Access Act (FOAA)

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Maine Community College System
Understanding and Complying with Maine's Freedom of Access Act (FOAA)

I. Overview

A. What does the Freedom of Access Act require?

FOAA requires public entities to allow inspection and/or copying of certain defined "records" (i.e., documents and data), and to allow notice of, and attendance at, certain defined "proceedings" (i.e., meetings). 1 MRSA §401-§410. The law does not require public access to every document and/or meeting. On the contrary, state and federal law make many transactions confidential.

B. Why does Maine have this law?

On the one hand, FOAA guarantees some public access because transparency and open decision-making are fundamental principles of democratic government and because these principles are essential to ensuring continued trust and confidence in government. On the other hand, FOAA limits the scope of public access in order to protect legitimate governmental interests and privacy rights of individual citizens. 1 MRSA §401.

C. How does FOAA apply to the MCCS?

As regards "public records," FOAA applies to certain records maintained by "public officials" which includes employees of the MCCS. 1 M.R.S.A. §402. Such records, as discussed in more detail below, do not include records designated confidential by statute (e.g., FERPA); working papers, interoffice and intra-office memoranda used by or prepared for faculty and administrative committees of the MCCS (1 M.R.S.A. §402(3)(E)); and certain employee personnel records (MCCS Policy Manual, section 406(C)).

As regards "public proceedings," FOAA applies to the MCCS Board of Trustees and its committees and subcommittees. 1 M.R.S.A. §402(2)(B). FOAA does not apply to the "proceedings" of the colleges, their committees or sub-committees, or their foundations.

D. Who should handle FOAA requests for the college?

FOAA requests should be overseen by an employee who understands which records are accessible and which are not in order to ensure that public information is properly disclosed and non-public information is properly kept confidential.

E. What if the college is not sure whether to grant or deny access?

Seek guidance from the MCCS General Counsel. FOAA is to be construed in favor of access, but there are many exceptions to FOAA that protect important privacy interests of the colleges and their employees. It is better to seek advice than to guess wrong.

F. How is FOAA enforced?

If a college denies access to a requested record or meeting, the person making the request may file a complaint, or ask the Office of the Attorney General or the local District Attorney to file a complaint on that person's behalf, in Superior Court. 1 MRSA §409.

G. What are the penalties for violating FOAA?

A wrongful denial can jeopardize the good reputation of a college. Moreover, depending upon the type and nature of the violation, a college can be ordered to make the requested information available; ordered to permit attendance and recording of a given meeting; have a prior decision nullified; and/or be ordered to pay a fine of approximately $500. 1 MRSA §409 and 1 MRSA §410.

H. Is the FOAA the same as the Freedom of Information Act (FOIA)?

No, although the two names are commonly used interchangeably. FOAA is the name of the state law that applies to our colleges, and FOIA is the name of the federal law that does not, generally speaking, apply to our colleges. FOIA provides for public access to federal agencies and, although in some instances it can have an effect on a state agency's duty to disclose, our colleges' primary concern is compliance with FOAA.

II. Access to Public Records

A. The Basics

1. What is a "public record?"

FOAA defines in 1 M.R.S.A. §402(3) a "public record" as:

a. "any written, printed or graphic matter or any mechanical or electronic data compilation from which information can be obtained, directly or after translation into a form susceptible of visual or aural comprehension;"

b. "in the possession or custody of an employee;"

c. "received or prepared for use in connection with the transaction of public or governmental business or contains information relating to the transaction of public or governmental business;" and

d. is not otherwise deemed by law to be confidential or exempt. For examples of such exemptions, see *Section II(E)* below.

2. Are e-mails "public records?"

Yes, provided they meet the above definition.

3. Is a record not "public" if it is only a draft?

No; FOAA does not exempt "drafts" from public access.

4. What does FOAA require a college to do when it receives a request for records?

The college shall acknowledge receipt of the request within a reasonable period of time. 1 MRSA §408.

5. Does FOAA require a college to allow inspection, make copies, or both?

FOAA grants the right to both inspect and copy. 1 MRSA §408.

6. Does FOAA require the college to mail the requested copies?

Yes. FOAA provides that "the agency or official shall mail the copy upon request" but may charge an appropriate fee to cover the cost of the copying itself as well as the cost of the mailing. 1 M.R.S.A. §408-A(2)(B). See Section II, subsection F below for more information on reimbursement and cost protocols.

7. Is a FOAA request the only means for someone to access college records?

No, but it is the primary means for the "public" to get certain records. For example, students may get their "education records" through a "FERPA" (Family Education Rights and Privacy Act) request under 20 USC §1232g; employees may get their personnel files through a request under 26 MRSA §631; grantors and contractors may get records under a provision of their grant or contract with the college; and other records may be disclosed pursuant to a valid subpoena or litigation discovery request.

B. Rules Relating to the Request

1. Does the requestor have to be a citizen of Maine or have a certain position or affiliation in order to make a request?

No. FOAA provides that "every person" -- regardless of where they live (in or out of Maine) and regardless of their relation to the college -- has a right to see certain information. 1 M.R.S.A. §408(1).

2. Is there a form that must be used to make a FOAA request?

No; there are no required forms.

3. Does the request have to be in writing?

No. However, it is both permissible and often advisable to ask individuals to submit their requests in writing in order to maintain a record of when the request was received and what records were specifically requested.

4. How specific must the request be?

FOAA does not require that the request specify the exact information sought, but it is advantageous for both the requestor and the college to do so. Narrow searches take less of the college's time and are more likely to give the requestor what he or she is seeking. It is lawful for the college to request clarification concerning which record(s) are being requested. The college cannot, however, deny a request because it is too broad. 1 MRSA §408.

5. Can the college ask why the person wants a certain record?

Yes, but the person is not required to provide a reason, and the college cannot deny an individual's request based solely upon either the individual's refusal to provide a reason or upon the reason itself.

6. Is the college required to create, summarize or put information in a format that does not already exist?

No. The college is not required to prepare reports, summaries or compilations not in existence on the date of the request. Likewise, a college is not required to produce a record in an alternate format if the record can be made available for public inspection and copying in the format in which it exists. Nonetheless, if it is not very burdensome in a particular case to produce data in a new form data that meets the request, it is, as a matter of public service, advisable to do so.

7. Is the college required to translate a record?

Only if the translation is required as a reasonable accommodation under disabilities law (for example, translating a record from visual text to Braille).

8. Is the college required to honor a "standing request" for information, such as a request that certain reports be sent automatically each month?

No. The college is required to make available only those public records that exist on the date of the request. Persons seeking to inspect or obtain copies of public records on a continuing basis are required to make a new request for any additional records sought after the date of the original request.

C. Rules Relating to Time Limits

1. How long does the college have to decide whether to grant or deny access to a requested record?

The college must determine "within 5 working days" after receiving a request whether the college will comply. 1 M.R.S.A. §408-A(3). "Working days" do not include Saturdays, Sundays or legal holidays. The reply to the original request must include a good-faith estimate of any fees that will be associated with copying or otherwise providing the record. 1 M.R.S.A. §408-A(3).

2. If the college is going to provide access, how long does the college have to make the records available?

The records must be made available "within a reasonable period of time" after the request is received. 1 M.R.S.A. §408(1). In practice, this typically means approximately 10 working days.

3. Can the college schedule the time for the records to be inspected?

Yes. The college can schedule the time for inspection of the records during the college's "regular business hours," and at a time that will not "delay or inconvenience the regular activities" of the college. 1 M.R.S.A. §408-A(5).

D. Rules Governing Denials

1. For what reasons can the college deny a request?

The college may only deny access to the requested information if the information is excluded from disclosure by FOAA or another law (see section II(E) below).

2. Does a denial have to be in writing?

Yes. If a request is denied in whole or in part, the denial must be made in writing within 5 working days of the date that the request is received. 1 M.R.S.A. §408-A(4). 1 M.R.S.A. § 409(1).

3. Does the college have to state a reason for denying access?

Yes; the college must provide the reason for its denial in writing. 1 M.R.S.A. §408-A(4). 1 M.R.S.A. §409(1).

4. Can the college grant access to some of the requested information, but deny access to other information that is requested?

Yes.

5. What if a document contains both public and non-public information?

The document should be disclosed with the non-public information redacted -- that is, covered with White-Out or a black marker -- so it cannot be detected.

E. Records that are Not Public

As noted above, not every college record is subject to public access. On the contrary, both state and federal law designate many of a college's records as confidential and, therefore, not subject to public disclosure under FOAA. 1 M.R.S.A. §402(3)(A)-(P). For example, a college should not permit inspection or provide copies under FOAA of records containing the following information:

1. Employee information

Most, but not all, information about employees is not public. For example, the fact that one is employed by the college, and the facts regarding the employee's current position and salary are not confidential, but all of the following are:

a. Employee personnel files as defined by MCCS Policy, Section 406(C). Note that pursuant to 5 M.R.S.A. §7070(2)(E) the "final written decision" of disciplinary action is no longer confidential after the decision is complete if it imposes or upholds discipline;

b. Personal contact information of public employees, such as "home address, home telephone number, home facsimile number, home e-mail address and personal cellular telephone number and personal pager number" under 1 M.R.S.A. §402 (3)(A)-(O);

c. State Employee Assistance Program information under 5 MRSA §957(5);

d. Maine State Retirement System information under 5 MRSA §17057; and

e. Records, working papers, interoffice and intra-office memoranda used by or prepared for faculty and administrative committees of the MCCS and its colleges under 1 M.R.S.A. §402(3)(E).

Note that the job applications of persons who have become finalists may be subject to disclosure under MCCS Policy Manual, Section 405. For the content and authorized process of such disclosures, see that Policy.

2. Student information

a. Student "education records" as defined by the Family Education Rights and Privacy Act, 20 USC §1232g and 34 CFR Part 99, and 20-A MRSA §6001;

b. Student immunization records under 20-A MRSA §6357(1); and

c. Student financial aid information under a variety of laws.

3. College information

a. Records "describing security plans, security procedures or risk assessments prepared specifically for the purpose of preventing or preparing for conduct that is designed to cause serious bodily injury or substantial risk of bodily injury to multiple persons, substantial damage to multiple structures … or substantial physical damage sufficient to disrupt the normal functioning of a critical infrastructure" under 1 M.R.S.A. §402(3)(L);

b. Material relating to negotiations, proposals and analyses "prepared for and used specifically and exclusively" for collective bargaining under 1 M.R.S.A. §402(3)(D);

c. Materials related to the "development of positions on legislation" under 1 M.R.S.A. §402(3)(G);

d. Materials related to "insurance or insurance-like protection or services" under 1 M.R.S.A. §402(3)(G);

e. Records or information describing the "architecture, design, access authentication, encryption or security of information technology infrastructure and systems" under 1 M.R.S.A. §402(3)(M);

f. Public improvement construction pre-bid qualification and proposal evaluations managed by the Bureau of General Services under 5 MRSA §1743(5) and §1747(3);

g. Documents subject to a recognized legal privilege such as the attorney-client privilege under 1 M.R.S.A. §402(3)(B); and

h. Various workers' compensation insurance, unemployment compensation and Maine Human Rights Act claims information.

F. Reimbursing the college for its costs in searching, copying, mailing and/or translating records

1. Can a college charge for public records?

Yes. A college can assess the following charges:

a. "a reasonable fee to cover the cost of copying," 1 M.R.S.A. §408-A(8);

b. Not more than $25 per hour after the first two hours of staff time per request for the time spent searching for, retrieving and compiling the requested records, 1 M.R.S.A. §408-A(8)(B);

c. the actual cost to convert a public record into a form susceptible of visual or aural comprehension or into a usable format and for the actual cost of a device used to store the public record if the storage device will be given to the requestor, 1 M.R.S.A. §408-A(8)(C); and

d. actual mailing costs. 1 M.R.S.A. §408-A(8)(E).

2. What must a college do to obtain payment?

If a college intends to seek reimbursement, the college must first prepare an estimate of the time and cost required to complete a request. If the estimate is greater than $50, then the college must notify the requester before proceeding. 1 M.R.S.A. §408-A(9).

3. Can the college require payment in advance?

Yes, but only if the estimated cost exceeds $100, or if the requester has previously failed to pay a fee properly assessed under FOAA. 1 M.R.S.A §408-A(10).

4. What if the person says they cannot afford the charges?

The college can, but is not required to, waive some or all of a fee. FOAA suggest that waiver is appropriate if the requester is "indigent," or if the release would "contribute significantly" to public understanding of the operations or activities of the college, and if the requestor's "primary interest" in the records is "non-commercial." 1 M.R.S.A §408-A(11)(B) & (C).

III. Access to Public Meetings

A. The Basics

1. What is a "public proceeding?"

A "public proceeding" means "the transactions of any functions affecting any or all citizens of the State" by a "board, commission or advisory organization" that is "established, authorized or organized by law, resolve or executive order." 1 M.R.S.A. §402.

2. Who in the MCCS is covered by this definition?

FOAA applies to meetings of the MCCS Board of Trustees and its committees and subcommittees. 1 M.R.S.A. §402(2)(B).

3. Who in the MCCS is not covered by this definition?

FOAA does not cover meetings within the colleges. Even if their work involves "the transactions of any functions affecting any or all citizens of the State," the colleges are not a "board, commission or advisory organization" that is "established, authorized or organized by law, resolve or executive order." They exist simply by internal, voluntary act and are not, therefore, covered by the law. As a result, meetings by the following are not subject to FOAA:

a. college committees and sub-committees;

b. college departments;

c. faculty senate;

d. student senate;

e. student clubs;

f. college management teams;

g. college foundations; and/or

h. college alumni organizations.

4. Can the college allow public access to meetings by groups not covered by FOAA?

Yes, but the group should not discuss in that public meeting non-public information identified in Section II(E) above.

5. What if the college does in fact have a "board, commission or advisory organization" that is in fact "established, authorized or organized by law, resolve or executive order?"

Then that group's meetings would be subject to the following rules under FOAA.

B. Rules Regarding the Request

1. What does FOAA require for "public proceedings?"

FOAA requires all "public proceedings to be open to the public" and that "any person must be permitted to attend." 1 M.R.S.A. §403.

2. Does the requestor have to be a citizen of Maine or have a certain position or affiliation in order to attend a public proceeding?

No. Again, FOAA provides that "every person" -- regardless of where they live (in or out of Maine) and regardless of their relation to the college -- has a right to attend a public proceeding. 1 M.R.S.A. §408(1).

3. Can the college ask why the person wants to attend the proceeding?

Yes, but the person is not required to provide their reason for attending, and the college cannot deny an individual's request based solely upon either the individual's refusal to provide a reason or upon the reason itself.

C. Obligation Before a Public Proceeding is Held

1. What kind of notice of public proceedings does FOAA require?

Public notice must be given for all public proceedings if the proceedings are a meeting of 3 or more persons of the covered entity. The notice must be given "in ample time to allow public attendance" and must be "disseminated in a manner reasonably calculated to notify the general public in the jurisdiction served" by the entity. 1 M.R.S.A. §406.

D. Obligations during a Public Proceeding

1. Can a person record a public proceeding?

Yes. FOAA allows individuals to make, with their own materials or equipment, a "written, taped or filmed record" of a public proceeding, or to "broadcast the proceedings live." 1 M.R.S.A. §404. When the public may attend a public proceeding by remote methods, members of the public are allowed to record the proceedings remotely using the same electronic platform that is used to conduct the proceedings remotely as long as the

electronic platform allows participants other than the host to record the proceeding remotely, additional costs are not incurred by the public body and the recording of the proceeding does not interfere with the orderly conduct of the proceeding. 1 M.R.S.A. §403-B (2)(I).

2. What rules can be imposed on persons who want to record a public proceeding?

The entity can make reasonable rules or regulations to preserve the "orderly conduct" of its proceedings so long as such rules or regulations "do not defeat the purpose" of FOAA. 1 M.R.S.A. §404.

3. Do members of the public have a right to speak at public meetings under FOAA?

No. FOAA does not require that an opportunity for public participation be provided at open meetings, although many public entities choose to permit public participation. An entity can also adopt rules to ensure meetings are "conducted in a fair and orderly manner" (e.g., time limits for each speaker).

4. Is the covered entity required to keep running minutes or a record of a public proceeding?

No, but FOAA does require a written record of every decision that involves the conditional approval or denial of an application, license, certificate or permit, and every decision that involves the dismissal or refusal to renew the contract of any public official, employee or appointee, as well as the date, time, and location of the proceeding, a list of those present at the proceeding, and a record of all votes taken at the proceeding. 1 M.R.S.A. §407(1) and (2).

If the public proceeding is an "adjudicatory proceeding" as defined in the Maine Administrative Procedure Act, the covered entity is required to compile a record that complies with statutory specifications, including a recording in a form susceptible of transcription. 5 M.R.S.A. §8002 (1) and §9059.

5. Is the covered entity required to make the record or minutes of a public proceeding available to the public?

Yes. Any legally required record or minutes of a public proceeding must be made promptly and later available for public inspection. 1 M.R.S.A. §403 and §407; 5 M.R.S.A. §9059(3).

E. The "Executive Session" Exception to "Public Proceedings"

An important exception to the public proceedings provision of FOAA covers the "executive sessions" of a covered entity.

1. What is an "executive session"?

An executive session is a closed meeting of a covered entity, held to discuss certain limited subjects.

2. How does an executive session occur?

A member of the entity must make a motion to go into executive session. That motion must indicate the precise nature of the business of the executive session, and include a citation of one or more sources of statutory or other authority that permits an executive session for that business. The entity must then pass the motion by at least 3/5th of the members present and voting in a publicly recorded vote. 1 M.R.S.A. §405(1)-(5).

3. Can the entity consider in executive session matters not identified in the motion?

No. No matters other than those identified in the motion may be considered in that particular executive session. 1 M.R.S.A. §405(1)-(5).

4. Is there a limit on the matters that can be discussed in executive session?

Yes. The subjects are restricted to those listed in 1 M.R.S.A. §405 and they include, for example, discussions regarding the:

a. Suspension or expulsion of a student;

b. Employment, appointment, assignment, duties, promotion, demotion, compensation, evaluation, disciplining, resignation or dismissal of an employee(s), or the investigation or hearing of charges or complaints against such employee(s) (but excluding discussion of budget proposal(s));

c. Acquisition, use or disposition of public property;

d. Consultations between the entity and its attorney concerning the entity's legal rights and responsibilities or pending litigation;

e. Discussion of labor contracts, proposals and/or meetings between the entity and its negotiators; and

f. Discussion of other matters that are by law otherwise confidential.

5. Can an entity vote or take formal action while in executive session?

No. An entity cannot give final approval to a rule, resolution, regulation, contract, appointment or other official actions in executive sessions. 1 M.R.S.A. §405(2) and (6).

MAINE COMMUNITY COLLEGE SYSTEM

GENERAL ADMINISTRATION
Section 204

SUBJECT: FREEDOM OF ACCESS ACT COMPLIANCE

PURPOSE: To establish a uniform procedure for reviewing and responding to records and meetings requests made under the Freedom of Access Act

Maine's Freedom of Access Act ("FOAA") grants a right of public access to certain records and meetings of the MCCS. FOAA and other laws also balance this right of access against certain privacy rights of MCCS students, employees and colleges.

It is important for MCCS employees who receive a FOAA request to understand what they can and cannot provide. Given the relative complexity of complying properly with FOAA requests, the MCCS president shall designate for the System Office an employee to serve as its FOAA officer. In addition, each college president shall designate for his/her college an employee to serve as its FOAA officer.

All FOAA requests received by the System office or a college shall be forwarded to that entity's officer. That officer will then review and answer the request on behalf of the entity. The MCCS general counsel shall provide written guidance and ongoing counsel to each FOAA officer to assist with proper compliance.

REFERENCES: 20-A M.R.S.A. §12706(1); 1 M.R.S.A. §401, et seq.; MCCS General Counsel Guidance

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:

Appendix G

MAINE COMMUNITY COLLEGE SYSTEM

GENERAL ADMINISTRATION
Section 200.1

SUBJECT: DOCUMENT RETENTION

PURPOSE: To provide document retention guidelines

To guide the colleges and System Office in determining which documents should be retained for what periods of time, the MCCS adopts the attached guidelines.

REFERENCES:

DATE ADOPTED: February 23, 2010

DATE(S) AMENDED:

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

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RETENTION PERIOD KEY

PERIOD	**DEFINITION**
Applicable	While active or in effect; during term of contract
Employment	During period of employment
Enrollment	During period of enrollment
Permanent	Permanent record; maintain indefinitely

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
HUMAN RESOURCES	**Job Announcements & Ads**	Job Announcements & Ads	3
	Applicants not Hired	Employment Applications	3
		Background Investigation	3
		Resumes	3
		Recommendation Letters	3
	Applicants Hired	Employment Applications (including part-time employees and adjuncts)	Employment + 6
		Background Investigation	Employment + 6
		Resumes	Employment + 6
		Medical Examinations	Employment + 6
		Recommendation Letters	Employment + 6
		Immigration Records (I-9 Forms)	Longer of : (Hire Date + 3) or (Termination Date + 1)
	Faculty Files	Correspondence	Employment + 6
		Student Course Evaluation Forms	Employment + 6
		Peer Review Documents (Evaluations)	Employment + 6
		Faculty Committee Evaluation Reports	Employment + 6
	HRS Master Tapes		10

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
HUMAN RESOURCES	**Official Personnel Files**	Employment History	Employment + 6
		Educational Background	Employment + 6
		Official & current transcripts of pertinent college/university work and licenses/certifications	Employment + 6
		Emergency Contacts	Employment + 6
		Promotions	Employment + 6
		Attendance Records	Employment + 6
		Employee Evaluations	Employment + 6
		Transfers	Employment + 6
		Personnel Actions	Employment + 6
		Grievance Records	6 years from date of settlement/decision
		Equal Opportunity (including Discrimination, Sexual Harassment) Complaints	6 years from date of settlement/decision or accused's separation + 6, whichever is longer.
		Disciplinary Warnings and Actions	Employment + 6 (unless otherwise specified in bargaining agreements or employee handbooks)
		Layoff or Termination	Employment + 6
		Training Records	Employment + 6
	General Files	Superseded Employee Manuals	Permanent
		Superseded Job Descriptions	10
		Expired Collective Bargaining Agreements	Permanent

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
HUMAN RESOURCES	**Pension & Benefit Records**	Individual employee files	Life of Employee + 4
		Education Assistance	Life of Employee
		Vesting	Life of Employee + 4
		Defined Benefits Retirement Benefits	Life of Employee + 4
		Defined Contributions Retirement Benefits	Life of Employee + 4
		Disability Records	Life of Employee + 4
		Actuarial Records	6
		Health, Life and Disability Insurance Plan Designs & Provisions	Permanent
		Retirement Plan Designs & Provisions & Summary Descriptions	Permanent
		Beneficiary Designation	Employment + 6
EMPLOYEE MEDICAL RECORDS	**Health & Environmental Safety**	Medical Records	Employment + 6
		Hazardous Material Biological Monitoring	Employment + 30
		Accident Reports	Permanent
		Blood-borne Pathogens Vaccination/Declination Form	Employment + 30
		Medical records for Exposed Employees	Employment + 30
		Employee Exposure Records	30 years from date of exposure
		Records of Employees Exposed to Blood Borne Pathogens	Employment + 30
		Analyses using Medical or Exposure records	Employment + 30

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
EMPLOYEE MEDICAL RECORDS	**Health & Environmental Safety**	Employee Safety Training Records	The longer of 30 years or employment
		Respirator Fit Testing Records	3
		Blood Borne Pathogen Training Records	3
		Noise Exposure Records	2
		Occupational injury or illness records	6
		Employee Medical Complaints	6
		Employee Assistance Program Records	7
STUDENT RECORDS	**Attending Applicants**	Applications	5 years after last attendance
		Transcripts (high school or previous institution)	5 years after last attendance
		Entrance Exams and Placement Scores	5 years after last attendance
		Recommendation Letters	Until Admitted
		Acceptance letters	5 years after last attendance
		Correspondence	5 years after last attendance
	Non-Attending Applicants	Applications	1 year after application term
		Transcripts (high school or previous institution)	1 year after application term
		Acceptance letters	1 year after application term
		Correspondence	1 year after application term

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
STUDENT RECORDS	**Individual Student Records**	Course Add/Drop Slips	1
		Audit Authorizations	1 Year After Date Submitted
		Pass/Fail Requests	1
		Registration Forms	1
		Transcript Requests	1
		Withdrawal Records	5 Years after Graduation or Date last attended.
		Veterans' Certifications	3 Years after Graduation or Date last attended.
		Academic Action Letters	5 Years after Graduation or Date last attended.
		Relevant Correspondence	5 Years after Graduation or Date last attended.
		Curriculum Change Authorizations	5 Years after Graduation or Date last attended. (Must be noted on transcript and be part of permanent record.)
		Graduation Authorizations	5 Years after Graduation or Date last attended.
		Disciplinary Files	Separation + 7
		Student Dismissal Files	Permanent
		Class Schedules	Enrollment + 1
		FERPA Requests	Life of Requested record (no records are required if records requested by the student)
		Personal Data Forms	Enrollment + 1

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
STUDENT RECORDS	**Individual Student Records**	Application for Graduation	Enrollment + 1
		Advanced Placement (Credit by Exam)	5 Years after Graduation or Date last attended. (Should be recorded in permanent records.)
		Degree Audit Records (VA students)	Enrollment + 5
		Transfer Credit Evaluations	Enrollment + 5
		Name Change Authorizations	Enrollment + 5
		Tuition and Fee Charges	Enrollment + 5
		Foreign Student (I-20) forms	Enrollment + 5
		Continuing Ed. Attendance Records	Enrollment + 7
		Medical Records	10 years from date of last campus health center visit
		Date of Graduation and Degree	Permanent
		Academic Records (including transcripts & Continuing Ed Award Certificates)	Permanent
	General Student Records	Applicant/Admission Statistics	Permanent
		Admission Tapes	5
		Enrollment Tapes	10 years
		Enrollment Statistics	Permanent
		Racial/Ethnic Statistics	10
		Degree Statistics	Permanent

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
STUDENT RECORDS	**Financial Aid Records**	Campus-based and Pell Grant records	3 years from end of award year for which aid was awarded.
		FISAP Reports	3 years from end of the award year in which report submitted.
		Perkins and Nursing Loan repayment records	3 years from date loan assigned to the Department, cancelled or repaid.
		Perkins and Nursing promissory notes	Until loan is satisfied or as needed to enforce the obligation.
		FFEL and Direct Loans eligibility and participation records	3 years from end of award year in which student last attended.
		FFEL and Direct Loans - all other records	3 years from end of award year in which report is submitted.
	Alumni Data	Alumni Publications*	4 years from publication
		Alumni Information**	Until former student's death
		* Alumni publications are one of the document types subject to Internal Revenue Service inspection during an audit.	
		**Information kept on former students typically includes: name, class, year of graduation and degree, home address and phone number, record of college activities, employment, position, address and phone number, and name of spouse and children.	
FINANCE	**Accounting Records**	Description of application systems (FAST, A/P, A/R, etc.)	Life of system
		Fiscal Year-End FAST Master File Tape	Current Year + 10
		Journal Voucher source documents and backup	5
		Journal Voucher Reports (JVREPT)	5

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
FINANCE	**Accounting Records**	Journal Entry Register	5
		Transaction Detail (both on magnetic tape and on fiche)	Current Year + 10
		Grants & Contracts (contract copies, budget backup, misc. correspondence)	3 years after completion of project, unless grant or contract specifies otherwise
		Work papers	10
		Auditor's Reports	10
		A133 Financial Aid Audit Reports	3 years after resolution of open items.
		Year-End AD043 - G/L Summary	10
		Year-End AM052 - Revenue/Expense Statement	10
		Chart of Accounts	Until superseded + 2.
		Daily Updates to Accounting System (retained by SWS)	1 year.
	Accounts Payable/Purchasing	Purchase Requisitions	4 + current
		Purchase Orders	4 + current
		Interdepartmental Orders (IDTs/IDOs)	4 + current
		Receiving Records (packing slips, bills of lading, etc.)	4 + current
		Invoices	4 + current
		Payment Records (Check Registers, etc.)	4 + current
		Expense Reports	4 + current
		Petty Cash Records	4 + current

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
FINANCE	**Accounts Payable/Purchasing**	Cash Advance Records	4 + current
		Travel Advances	4 + current
		Travel Vouchers	4 + current
		Check Requests and Backup	4 + current
		Credit card charge slips, statements, and reports	4 + current
		Royalty Payments	4 + current
		Unemployment Insurance Payments	4 + current
		Workers Comp Insurance Payments	4 + current
		Invoice, Accounts Payable and Purchasing reports	4 + current
		Cancelled Checks	4 + current
		1099-MISC Forms	4 + current
	Accounts Receivable	Invoice Copies	4 years after collection
		Accounts Receivable Ledgers	4 years after collection
		Cash Journals and Receipts	4 years after collection
		Legal Correspondence	4 years after collection
		Collection Notices and Records	4 years after collection
		Records of payments receipts	4 years after collection
		Records of uncollected accounts	4 years after collection
	Cash Management Records	Bank Statements and Reconciliations	3
		Short-term Investments (FNMAs, Freddie Macs, etc).	3
		Analysis of Bank compensating balances	3

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
FINANCE	**Cash Management Records**	ACH transactions, wires	5
		Transfer Agreements	Life of Agreement
		ACH Transfers & Pre-notification Requests	7
		Cash Receipts, Cash Books, Deposits	3
		Revenue and State Bonds + Backup	Permanent
		Investment Manager Reports	1
		Non-contributory retirement Investment Manager performance reports	10
		Custodian Reports (Year-End)	10
		Endowment Records	Permanent
	Budgeting Records	Annual Financial Reports	Permanent
		AMO61 - Year-end (Microfiche, paper, or disk)	10
		AMO90, AMO91 (Microfiche or disk)	5
		BUDSUM (Paper)	5
		Status Reports (Paper)	10
		Budget Change Transactions (Paper)	5
		IPEDS Reports	10
	Payroll Records - General	Wage Rate Tables	3
		Benefits/Deductions Registers	6
		Payroll/Human Resource Master File Updates	6
		Payroll Register & Payroll Register Summary (EBC340)	6

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
FINANCE	**Payroll Records - General**	Gross Calculation Registers (EBC310)	6
		Payroll Calculation Diagnostics & Analysis & Extract Reports	6
		Check Registers	6
		Time Input Reports	6
		Accounting Detail from Payroll System	6
	Payroll - Employee Files	Wage or Salary History	6
		Salary or Current Rate of Pay	6
		Disability & Sick Leave Benefits	Life of Employee
		Payroll Deductions	6
		Time Cards or Sheets	5
		W-2/1042-S Forms	6
		W-4 Forms	6
		Garnishments	Employment
PHYSICAL FACILITIES	**Buildings**	Capital Construction Project Contracts, Final Payment Records, Materials and Equipment information and correspondence, change orders and “as built” drawings.	Life of Building + 4 years
		Building, and Site Plan Specifications	Life of building + 4 years
		Acquisition date and cost data; mortgages, improvement and repair records; records of sales; depreciation schedules; grant number, if applicable	Life of building + 4 years
		Building, Zoning Permits	1 year after the later of completion of construction or occupancy

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
PHYSICAL FACILITIES	**Buildings**	Building demolition records/details, e.g., foundations not removed and/or old building(s) buried at the site, including hazardous materials and old foundations underground.	Permanent
	Campus Acreage/Utilities	Locations of historical buildings, streets, renovations, building removals, site improvements, storm water diversion/ drainage, utility systems (above and below ground including communications and data)	Permanent (and continuously updated)
	Capitalized Equipment	Acquisition Date and Cost; description, location of the equipment; identification and/or serial numbers; grant number, if applicable; depreciation schedules, and records of disposals or sales.	Life of equipment + 4 years
	Non-Capitalized Equipment	Non-capitalized equipment	The longer of life of equipment or 3 years.
	Health and Safety Environmental Records	Hazardous Material Spill Reports	Permanent
		Accident Reports	Permanent
	Health and Safety Environmental Records	Fire Incident Reports	Permanent
		Hazardous Waste Records, including Manifests or Waste shipment records.	Permanent
		Air monitoring (hazardous gases) or area sampling (asbestos, lead, etc.)	30
		Chemical inventories and lists	30
		Process Safety Incident Investigation Reports	5
		OSHA 200 Injury and Illness logs	5
		Inspection Reports (spill prevention, fire alarms, fire extinguishers, etc)	3
		College Health and Safety Plans, accomplishments, employee training	Permanent (record and archive)

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
PHYSICAL FACILITIES	**Other**	Operating Permits (eg, elevator, occupancy)	Current year plus 1
		Maintenance Records	Life of equipment or building
		Motor Vehicle Records	Life of vehicle
		Air or Waste Water Emissions	3
INSTITUTIONAL	**Institutional Publications***	Bulletins and Course Catalogs	15
		Student Newspapers	4
		Student and Employee Directories	5
		*Institutional publications are also subject to Internal Revenue Service inspection during an audit.	
	Gift Records	Cash Gifts	At least 4, no more than 7 years
		Non-Cash Gifts (stock, mutual fund shares, bonds, real estate, etc.)	Time gift possessed + 4 years
		Gift fund descriptions	Permanent
	Board Minutes, Contracts & Other	Articles of Incorporation	Permanent
		By-Laws	Permanent
		Board of Trustees Minutes	Permanent
		Board of Trustees Committee Meetings Minutes	Permanent
		Licenses	Current + 6
		Deeds and Titles	Permanent

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
INSTITUTIONAL	**Board Minutes, Contracts & Other**	Accreditation standards, policies and procedures reports and actions *	Duration of accreditation based upon documents +10
		System and college policies/procedures *	Duration of document +10
		Strategic Plans and accomplishments *	Permanent or until moved to College History
		Committee reports and notes *	Permanent or until moved to College History
		College History *	Permanent
		* These last five and other items may be archived in the college library	
	Litigation Files	Attorney Opinion Letters	Applicable + 8
		Leases	Applicable + 8
		Policy Statements	10
		Campus Crime Reports - Annual (1990 Security Act)	4
		Campus Crime Reports - Interim (when a major crime occurs)	2
		Contracts	Applicable + 6
		Patent Records	Permanent
		Trademark Records	Permanent
		Claims	Until suit fully resolved + 8
		Court Documents and Records (complaints, answers, motions, pleadings, etc.)	Until suit fully resolved + 8
		Correspondence with Counsel	Until suit fully resolved + 8
		Orders issued by the court	Until suit fully resolved + 8

MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES

CATEGORY	RECORD GROUP	DOCUMENT TYPE	RETENTION PERIOD (IN YEARS)
INSTITUTIONAL	**Litigation Files**	Orders issued by the court	Until suit fully resolved + 8
		Depositions, transcripts, interrogatories, answers to the interrogatories, requests for documents, the requested documents, and other discovery materials.	Until suit fully resolved + 8
	Insurance	Liability and Property Insurance Claims	10 years after settlement.
		Liability and Property Insurance incident reports	7 years unless resulting in a claim.