

PLEASE NOTE: Legislative Information **cannot** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

Amend the bill by striking out everything after the title and before the summary and inserting the following:

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

Whereas, the State's businesses and policy experts have determined that an exceptionally well-trained workforce is essential to job creation and economic growth; and

Whereas, lifelong education is essential for all Maine people so that they have the knowledge, skills and values to reach their highest potential; and

Whereas, aligning our education and workforce development systems will allow Maine people to move across a seamless continuum of educational offerings; and

Whereas, the initiatives developed by the Joint Select Committee on Maine's Workforce and Economic Future are essential to addressing the challenges of strengthening Maine's workforce, growing small businesses and revitalizing our downtowns in order to grow our economy; and

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

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

PART A

Sec. A-1. 20-A MRSA §9, as amended by PL 2003, c. 20, Pt. OO, §2 and affected by §4, is further amended to read:

§ 9. Education Coordinating Committee

The Education Coordinating Committee, referred to in this section as the "committee," is established to promote efficiency, cooperative effort and strategic planning between the Department of Education, the State Board of Education, the University of Maine System, the Maine Community College System and the Maine Maritime Academy and organizations and associations with a commitment to and interest in education matters. The committee consists of the Commissioner of Education, the Chair of the State Board of Education, the Chancellor of the University of Maine System, the Chair of the Board of Trustees of the University of Maine System, the President of the Maine Community College System, the Chair of the Board of Trustees of the Maine Community College System, the President of the Maine Maritime Academy and the Chair of the Board of Trustees of the Maine Maritime Academy.

The committee shall meet at least ~~twice each year~~ quarterly. The commissioner shall convene the first meeting of the committee by October 15, 1995. The committee shall elect a chair from among its members to serve for a term to be determined by the committee. The committee shall report on its deliberations and any recommendations to the Governor and the joint standing committee of the Legislature having jurisdiction over education matters by February 15th each year.

Sec. A-2. Adult remedial education study. The Education Coordinating Committee, established in the Maine Revised Statutes, Title 20-A, section 9, shall study issues related to the delivery of programs and courses to adults needing assistance in meeting the requirements for postsecondary education admission or entrance into specific training programs and to report to the Joint Select Committee on Maine's Workforce and Economic Future by December 16, 2014 with its findings and recommendations. The joint select committee may report out legislation based on the Education Coordinating Committee's findings and recommendations. In studying issues related to the delivery of programs and courses of remedial education for adults, the Education Coordinating Committee shall consult with the director of the office within the Department of Education concerned with adult education and family literacy, representatives of the Maine Adult Education Association and the executive director of the Maine Centers for Women, Work and Community within the University of Maine System.

PART B

Sec. B-1. 20-A MRSA §10907-A is enacted to read:

§ 10907-A. Transfer of postsecondary credits; award of degree

A person who earns an associate degree from the Maine Community College System must be allowed to transfer credits earned at a community college in this State to the University of Maine System for use toward a baccalaureate degree from the University of Maine System in accordance with agreements developed between the University of Maine System and the Maine Community College System. A student who earns credits at the University of Maine System, but who does not earn a degree, must be allowed to transfer those credits to the Maine Community College System for use toward an associate degree.

Sec. B-2. Agreements for transfer of credits. In accordance with the Maine Revised Statutes, Title 20-A, section 10907-A, the following provisions govern the development of agreements for the transfer of credits from the Maine Community College System to the University of Maine System.

1. Definitions. As used in this section, unless the context otherwise indicates, the following terms have the following meanings.

- A. "Chancellor" means the Chancellor of the University of Maine System.
- B. "President" means the President of the Maine Community College System.
- C. "System" means the Maine Community College System.
- D. "University" means the University of Maine System.

2. Development of transition process. The chancellor and the board of trustees of the university, in cooperation with the president and the board of trustees of the system, shall develop the policies and procedures necessary to provide a seamless transition process that ensures that a student earning an associate degree from the system has the opportunity to graduate from the university with a baccalaureate degree.

3. Articulation agreements. The chancellor and the board of trustees of the university shall ensure through articulation agreements that programs of study in the university for which there are equivalent programs of study in the system allow a student to successfully transfer credits from a community college in this State to a campus of the university so that a student who has earned an associate degree from a community college has the opportunity to earn a baccalaureate degree at the university. Formulation of articulation agreements in science, technology, engineering and mathematics programs must be first priority.

4. Block credit agreements. In the absence of equivalent programs of study among the university campuses and the community colleges in this State, the chancellor, in cooperation with the president, shall develop a block credit agreement that ensures that a student earning an associate degree at a community college in this State is guaranteed that a minimum number of that student's credits transfers to the university.

5. Reverse transfer credit. A student who transfers to the university and who has earned course credits from a campus of the system, but who has not earned an associate degree from the system, after fulfilling the appropriate requirements toward a degree at the university, may be awarded an associate degree, either by the university or the system. The university and the system shall work collaboratively to develop a procedure through which the university and the system are enabled to report such students as having completed degrees.

6. Effective dates. The articulation agreements required under subsection 3 must be in place for all appropriate programs no later than September 1, 2014. Articulation agreements for general education must be in place no later than January 1, 2014 within the system and the university separately, and by September 1, 2014 between the university and the system. Articulation agreements for the science, technology, engineering and mathematics programs must be in place no later than September 1, 2014. The requirements of subsections 4 and 5 must be met by September 1, 2014.

7. Common course numbering system. The chancellor and the president shall study the feasibility of developing a common course numbering system between the university and the system, including identifying best practices, opportunities and challenges. The chancellor and the president shall report the results of their study, along with a plan and schedule for implementation of a common course numbering system if their study results in a solution that could be realized in a reasonable timeframe and that adds value to the transfer process, to the Joint Standing Committee on Education and Cultural Affairs no later than September 1, 2014.

8. Report. The chancellor and the president shall report on the result of their efforts to ensure that the requirements of this section are carried out to the Joint Standing Committee on Education and Cultural Affairs by January 15, 2014.

PART C

Sec. C-1. 26 MRSA c. 39 is enacted to read:

CHAPTER 39

MAINE INDUSTRY PARTNERSHIPS

§ 3301. Establishment; purpose

A cooperative initiative is established within the Office of the Governor to create Maine industry partnerships pursuant to this chapter. The Industry Partnership Assistance Collaborative is also established in the Office of the Governor and administered by the Commissioner of Labor and consists of representatives from the Department of Labor, the Department of Education, the Department of Economic and Community Development, the University of Maine System and the Maine Community College System. An industry partnership is led by representatives from business and industry with assistance from the Industry Partnership Assistance Collaborative.

The purpose of the industry partnership cooperative initiative is to ensure that employees in this State are directed toward and trained in the high-skill, high-demand, livable-wage jobs of the 21st century economy. Industry partnerships shall align education and training programs with industry needs to produce readily employable workers and bring employers together in a collaborative effort to improve the competitiveness of individual businesses, industry and the State's economy. Industry partnerships shall provide the foundation for the State's demand-driven workforce strategy designed to meet the workforce needs of businesses, the career goals and training needs of workers and the economic development objectives of this State.

The Department of Labor may convene meetings of and coordinate the Industry Partnership Assistance Collaborative, but each member is responsible for that member's contributions to and support of industry partnerships, including financial resources. Business and industry leaders engaging the Industry Partnership Assistance Collaborative shall coordinate their efforts through the Department of Labor but may use any appropriate Industry Partnership Assistance Collaborative member as their managing partner.

§ 3302. Definitions

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings.

1. Career ladder. "Career ladder" means a clear sequence of education course work or training that is aligned with an identified series of positions, work experiences or educational benchmarks or training credentials that offer occupational and financial advancement within a specified career field or related fields over time.

2. Collaborative. "Collaborative" means the Industry Partnership Assistance Collaborative established in section 3301.

3. Educational programs. "Educational programs" means the State's elementary and secondary schools, career and technical education centers, adult education programs, the Maine Community College System, the Maine Maritime Academy and the University of Maine System.

4. High-priority occupations. "High-priority occupations" means occupations that have a significant presence in an industry cluster, are in demand by employers, pay a livable wage or have a documented career ladder.

5. Industry cluster. "Industry cluster" means a group of employers closely linked by a common product or services, workforce needs, similar technologies, supply chains or other industry sector factors.

6. Industry partnership. "Industry partnership" means a workforce collaboration that brings together multiple employers and employees, or employee representatives when appropriate, in the same industry cluster to address common workforce needs.

7. Soft skills. "Soft skills" means those basic skills necessary to obtain and maintain employment, such as interviewing and communications skills.

8. Targeted industry cluster. "Targeted industry cluster" means an industry cluster identified by the collaborative pursuant to section 3303, subsection 2 as having statewide economic impact, immediate or long-term workforce development needs and emerging or competitive career opportunities.

§ 3303. Industry clusters

1. Specific industry clusters. The collaborative shall work with businesses, industry associations and organizations, workforce and economic development agencies, the State Workforce Investment Board established in section 2006 and the boards of the local workforce investment areas designated pursuant to the federal Workforce Investment Act of 1998, Public Law 105-220 and economic development entities to define specific industry clusters based on the following criteria:

- A. Statistics showing the competitiveness of an industry cluster;
- B. Importance to the State's or a region's economic development;
- C. Identification of supply and distribution chains within an industry;
- D. Research studies on industry clusters; and
- E. Existing industry partnerships such as those of the health care workforce and associations of manufacturers.

2. Targeted industry clusters. The collaborative shall work with state and regional workforce and economic development agencies, with input from regional business and labor leaders, to identify which industry clusters are targeted for workforce and economic development investments based primarily on the following activities:

- A. Economic growth potential;

- B. Competitiveness;
- C. Employment base;
- D. Wages, benefits and career opportunities;
- E. Importance of the industry cluster to the state and regional economies; and
- F. Workforce development needs.

3. Evaluation of clusters. Once during every 3-year period, the collaborative shall contract with an independent research organization to evaluate the industry clusters as to their importance to the State's economy and determine the need for any changes to the targeted industry clusters.

4. Annual report. The collaborative shall issue a report annually that includes information and statistics on the targeted industry clusters, including labor market information highlighting the targeted industry clusters. The report, which must be presented to the joint standing committee of the Legislature having jurisdiction over labor, commerce, research and economic development matters, must include an occupational analysis of employment and wages within the targeted industry clusters.

5. Occupations list. The collaborative shall develop and make available to the public on a yearly basis a list of statewide and regional high-priority occupations critical to the success of the targeted industry clusters.

§ 3304. Industry partnerships

1. Objectives. The objectives of an industry partnership are to:

- A. Organize businesses, employers, workers, labor organizations and industry associations into a collaborative structure that supports the sharing of information, ideas and challenges common to their industry cluster;
- B. Identify the training needs of multiple businesses, especially a shortage of skills that are critical to the competitiveness and innovation of the industry cluster;
- C. Facilitate economies of scale by aggregating training and education needs of multiple employers;
- D. Help educational and training institutions align curricula and programs to industry demand, particularly for high-skill occupations;
- E. Foster and strengthen relationships between and among education programs working to address the needs of related industry sectors;
- F. Facilitate relationships, remove barriers and leverage and align resources between participating departments and agencies of State Government and employers working to address the needs of related industry sectors;

G. Inform and collaborate with the career and technical education centers, the boards of the local workforce investment areas designated pursuant to the federal Workforce Investment Act of 1998, Public Law 105-220, youth councils, business-education partnerships, secondary and postsecondary educational institutions, parents and career counselors for the purpose of addressing the challenges of connecting disadvantaged adults and youth to careers;

H. Help companies identify and collaborate to address common organizational and human resource challenges, including, but not limited to, recruiting new workers, retraining dislocated workers, hiring foreign-trained professionals, retaining incumbent workers, implementing a high-performance work organization, adopting new technologies and fostering experiential and contextualized on-the-job learning;

I. Develop and strengthen career ladders within and across companies, enabling entry-level workers to improve skills and advance to higher-wage jobs;

J. Help companies in an industry partnership to attract potential employees from a diverse pool of persons seeking jobs, including veterans and individuals with barriers to employment, such as persons who are economically disadvantaged, people with disabilities, youth, older workers, ex-offenders and others; and

K. Strengthen connections among businesses in industry clusters, leading to cooperation beyond workforce issues that would improve competitiveness and job quality, such as joint purchasing, market research or centers for technology and innovation.

2. Responsibilities of the collaborative. The collaborative shall:

A. Provide support and staffing assistance to the industry partnerships established under this chapter;

B. Create an industry partnership to advise the collaborative, the State Workforce Investment Board established in section 2006 and the boards of the local workforce investment areas designated pursuant to the federal Workforce Investment Act of 1998, Public Law 105-220 on aligning state policies and leveraging resources across systems, including workforce development, education and economic development;

C. Include requirements that support industry partnerships in all relevant programs, grants and new initiatives; and

D. Use industry partnerships as a connective framework across systems and programs when applying for federal and private funds.

3. Agency and educational program roles and responsibilities. The collaborative shall provide staffing assistance to industry partnerships and shall assist the industry partnerships in achieving the objectives described in subsection 1. Other agencies that by statute, rule, funding or other policies affect employers and employees shall cooperate with the collaborative by:

A. Maintaining up-to-date information on jobs, wages, benefits, skills and careers of workers affected by such agency actions;

B. Developing and implementing policies that improve the jobs and careers of workers affected by such agency actions; and

C. Reporting their job creation strategies and workforce needs to the collaborative.

4. Evaluation information. Upon request, all departments and agencies of this State shall provide to the collaborative any information that will assist the collaborative in carrying out the provisions of this chapter, including any performance measurement information necessary to evaluate any program or policy affecting workforce development in the State.

5. Agency cooperation. At a minimum, the following departments and agencies shall work with the collaborative in the following manner.

A. The Department of Labor shall:

(1) Coordinate the collaborative and serve as lead agency in convening collaborative members;

(2) Advise the collaborative of the Department of Labor's workforce and economic development strategies, programs and initiatives; and

(3) Align existing training programs with industry partnerships.

B. The Department of Economic and Community Development shall:

(1) Advise the collaborative of the Department of Economic and Community Development's workforce and economic development strategies, programs and initiatives;

(2) Align existing training programs with industry partnerships;

(3) Make relevant business assistance programs available to industry partnerships;

(4) Coordinate with the collaborative on areas of business retention; and

(5) Advise the collaborative of the Department of Economic and Community Development's programs to improve competitiveness in industry and strategies for forming industry clusters.

C. The Department of Corrections shall:

(1) Align training for inmates with industry clusters and high-priority occupations and annually review these training programs to ensure that the training programs prepare inmates for high-priority occupations; and

(2) Align reentry programs to take advantage of information and career opportunities provided by industry partnerships.

D. The Department of Education shall:

(1) Develop curricula and build cross-agency and program partnerships to support career pathways;

(2) Support innovative programs to address literacy, including English as a second language, numeracy shortcomings and soft skills training, especially in those occupations critical to targeted industry clusters;

(3) Work with the collaborative to develop programs and strategies to reduce barriers to adult education;

(4) Coordinate career education initiatives in middle and secondary schools, career and technical education programs and adult education;

(5) Facilitate employer engagement with local adult education and career and technical education programs to align training with employer needs;

(6) Advise the collaborative in developing industry partnerships and career pathways in cooperation with employers;

(7) Coordinate educational initiatives with postsecondary education programs;

(8) Support initiatives to develop industry-recognized credentials and new programs providing academic credits in the State's public and private postsecondary institutions, especially in occupations critical to targeted industry clusters; and

(9) Work cooperatively with the collaborative and other agencies and education programs to leverage resources and share data regarding statewide workforce needs.

E. The Department of Health and Human Services shall:

(1) Create and maintain innovative programs that connect qualified clients of the Temporary Assistance for Needy Families program, as defined in Title 22, section 3762, subsection 1, with employment opportunities in the targeted industry clusters;

(2) Support strategies to prepare those clients for success in postsecondary education and training programs;

(3) Work with other agencies and education programs to develop career pathways and education initiatives that provide those clients with information to guide their education and training plans; and

(4) Collect and share aggregate employment information with the relevant industry partnership to the extent allowed by applicable federal and state laws, rules and regulations.

F. The Department of Professional and Financial Regulation shall:

(1) Advise the collaborative on professional licensing opportunities and criteria;

(2) Provide the collaborative aggregate information on active professional licenses as needed in analyzing data that will support or sustain industry partnerships; and

(3) Assist the collaborative in developing strategies that will reduce barriers to obtaining professional licensure within industry clusters where it may be required.

G. The Maine Community College System shall:

(1) Develop curricula and build cross-postsecondary institution and program partnerships to support career pathways;

(2) Support innovative programs to address literacy, including English as a second language, numeracy shortcomings and soft skills training, especially in those occupations critical to targeted industry clusters;

(3) Work with the other members of the collaborative to develop programs and strategies to reduce barriers to adult education;

(4) Advise the collaborative in developing industry partnerships and career pathways in cooperation with employers;

(5) Coordinate educational initiatives with adult education and other postsecondary education programs;

(6) Support initiatives to develop industry-recognized credentials and new programs providing academic credits, especially in occupations critical to targeted industry clusters; and

(7) Work cooperatively with the collaborative and other agencies and education programs to leverage resources and share data regarding statewide workforce needs.

H. The University of Maine System shall:

(1) Develop curricula and build cross-postsecondary education institution and program partnerships to support career pathways;

(2) Support innovative programs to address literacy, including English as a second language, numeracy shortcomings and soft skills training, especially in those occupations critical to targeted industry clusters;

(3) Work with other members of the collaborative to develop programs and strategies to reduce barriers to adult education;

(4) Advise the collaborative in developing industry partnerships and career pathways in cooperation with employers;

(5) Coordinate educational initiatives with adult education and other postsecondary education programs;

(6) Support initiatives to develop industry-recognized credentials and new programs providing academic credits, especially in occupations critical to targeted industry clusters; and

(7) Work cooperatively with the collaborative and other agencies and education programs to leverage resources and share data regarding statewide workforce needs.

§ 3305. Industry partnership grant program

1. Grant program. The collaborative shall establish a competitive grant program that provides support to industry partnerships and eligible applicants pursuant to this section. The grants must be used to provide training or the ability for local, state or regional industry partnerships to meet the objectives listed in section 3304.

2. Applications and guidelines. The collaborative shall establish grant guidelines and develop grant applications and forms and institute any policies and procedures necessary to carry out the provisions of this section. These procedures must include at a minimum:

- A. A competitive application process;
- B. A process to review applications and to make recommendations to the collaborative;
- C. A process for providing applicants with additional information about eligibility requirements and assistance in preparing applications; and
- D. A procedure for establishing eligibility requirements. At a minimum, the process to establish this procedure must include the following:

(1) Involvement of the local workforce investment board;

(2) Participation of at least 4 employers, with at least 2 employers representing businesses with fewer than 50 employees;

(3) Participation of employees and, where applicable, labor representatives;

(4) Private sector matching funding of at least 50%; and

(5) Commitment to participate in the performance improvement and evaluation system established pursuant to section 3307.

3. Grant period and renewal. The grant period for grants awarded under this section must be not less than 12 months and not more than 24 months. The collaborative may provide opportunities for renewal after the initial grant period ends.

4. Technical assistance. The collaborative shall provide technical assistance to grantees throughout the grant period.

5. Other funding sources. The collaborative shall seek funds from other private and public sources to support and sustain industry partnerships and related activities established in this chapter. Industry partnerships also may seek other sources of funding, both public and private.

§ 3306. Industry and labor market research

The collaborative shall provide any industry and labor market research necessary to support and further develop the work of industry partnerships, including, but not limited to:

1. Employment analysis. Providing the most current available analysis of occupations and skills in the State for the purpose of determining trends in the State that may lead to changes in the targeted industry clusters;

2. High-priority occupations list. Maintaining and updating the annual list of the State's high-priority occupations under section 3303, subsection 5; and

3. List adjustment. Providing the most current available analysis of high-priority occupations for the purpose of determining trends that may lead to adjustments to the list under subsection 2.

§ 3307. Industry partnership performance improvement and evaluation system

1. Improvement and evaluation system. The collaborative shall create and implement a performance improvement and evaluation system that:

A. Collects critical industry partnership information on an annual basis, or more frequently as determined by the collaborative;

B. Describes the benefits of the collaborative and its activities to employers, employees and communities; and

C. Provides periodic performance information to the Legislature, the public and workforce stakeholders.

2. Cluster partnership reviews. The collaborative shall coordinate year-end reviews of each industry cluster's industry partnerships and produce a comprehensive industry cluster overview report that describes:

A. The critical experiences of each industry partnership, such as training that was most effective; most common human resource challenges; the impact of changing technology on the industry; and prospective changes that may affect the industry in the near term and long term; and

B. Practices that industry partnerships consider exemplary, such as effectively engaging adult education programs and postsecondary educational institutions, internships and clinical placements; working with effective training providers; working with career and technical education centers; and other important practices by which industry partnerships can assist each other.

§ 3308. Rulemaking

The Commissioner of Labor shall adopt rules for the operation of industry partnerships funded in whole or in part under this chapter. Rules adopted pursuant to this section are major substantive rules as defined in Title 5, chapter 375, subchapter 2-A.

Sec. C-2. Maine energy industry partnership on training in the heating, ventilation and air conditioning trades. The Industry Partnership Assistance Collaborative established in the Maine Revised Statutes, Title 26, chapter 39 shall promote cooperation and coordination between the State and the energy industry sector to create an industry partnership to train workers in heating, ventilation, air conditioning and energy efficiency and conservation trades, which must be designed to promote partnerships among private sector industry organizations such as the Maine Energy Marketers Association Education Foundation and its Technical Education Center and various state agencies, including, but not limited to, the Finance Authority of Maine, the Maine State Housing Authority, the Maine Community College System and the Department of Defense, Veterans and Emergency Management.

Sec. C-3. Appropriations and allocations. The following appropriations and allocations are made.

CORRECTIONS, DEPARTMENT OF

Adult Community Corrections 0124

Initiative: Provides funds for one Vocational Trades Instructor position at the women's center and funds for contractual training services, equipment and supplies to align inmate training with industry clusters and high-priority occupations.

GENERAL FUND	2013-14	2014-15
POSITIONS - LEGISLATIVE COUNT	1.000	1.000
Personal Services	\$66,792	\$91,729
All Other	\$69,708	\$95,902
GENERAL FUND TOTAL	\$136,500	\$187,631

Charleston Correctional Facility 0400

Initiative: Provides funds for one Vocational Trades Instructor position and funds for contractual training services, equipment and supplies to align inmate training with industry clusters and high-priority occupations.

GENERAL FUND	2013-14	2014-15
POSITIONS - LEGISLATIVE COUNT	1.000	1.000
Personal Services	\$66,792	\$91,729
All Other	\$69,708	\$95,902
GENERAL FUND TOTAL	\$136,500	\$187,631

Correctional Center 0162

Initiative: Provides funds for one Vocational Trades Instructor position and funds for contractual training services, equipment and supplies to align inmate training with industry clusters and high-priority occupations.

GENERAL FUND	2013-14	2014-15
POSITIONS - LEGISLATIVE COUNT	1.000	1.000
Personal Services	\$66,792	\$91,729
All Other	\$69,708	\$95,902
GENERAL FUND TOTAL	\$136,500	\$187,631

Downeast Correctional Facility 0542

Initiative: Provides funds for one Vocational Trades Instructor position and funds for contractual training services, equipment and supplies to align inmate training with industry clusters and high-priority occupations.

GENERAL FUND	2013-14	2014-15
POSITIONS - LEGISLATIVE COUNT	1.000	1.000
Personal Services	\$66,792	\$91,729
All Other	\$69,708	\$95,902
GENERAL FUND TOTAL	\$136,500	\$187,631

Mountain View Youth Development Center 0857

Initiative: Provides funds for one Vocational Trades Instructor position and funds for contractual training services, equipment and supplies to align inmate training with industry clusters and high-priority occupations.

GENERAL FUND	2013-14	2014-15
POSITIONS - LEGISLATIVE COUNT	1.000	1.000
Personal Services	\$66,792	\$91,729
All Other	\$69,708	\$95,902
GENERAL FUND TOTAL	\$136,500	\$187,631

State Prison 0144

Initiative: Provides funds for one Vocational Trades Instructor position and funds for contractual training services, equipment and supplies to align inmate training with industry clusters and high-priority occupations.

GENERAL FUND	2013-14	2014-15
POSITIONS - LEGISLATIVE COUNT	1.000	1.000
Personal Services	\$66,792	\$91,729
All Other	\$69,708	\$95,902
GENERAL FUND TOTAL	\$136,500	\$187,631

State Prison 0144

Initiative: Provides funds for one Vocational Trades Instructor position at the Bolduc Correctional Facility and funds for contractual training services, equipment and supplies to align inmate training with industry clusters and high-priority occupations.

GENERAL FUND	2013-14	2014-15
POSITIONS - LEGISLATIVE COUNT	1.000	1.000
Personal Services	\$66,792	\$91,729
All Other	\$69,708	\$95,902
GENERAL FUND TOTAL	\$136,500	\$187,631

CORRECTIONS, DEPARTMENT OF	2013-14	2014-15
DEPARTMENT TOTALS		
GENERAL FUND	\$955,500	\$1,313,417
DEPARTMENT TOTAL - ALL FUNDS	\$955,500	\$1,313,417

EXECUTIVE DEPARTMENT

Maine Industry Partnerships N154

Initiative: Provides funding for training activities conducted by, staffing and technical assistance to and a competitive grant program for Maine industry partnerships programs.

GENERAL FUND	2013-14	2014-15
All Other	\$100,000	\$100,000
GENERAL FUND TOTAL	\$100,000	\$100,000

EXECUTIVE DEPARTMENT	2013-14	2014-15
DEPARTMENT TOTALS		

GENERAL FUND	\$100,000	\$100,000
DEPARTMENT TOTAL - ALL FUNDS	\$100,000	\$100,000

LABOR, DEPARTMENT OF

State Workforce Investment Board Z158

Initiative: Provides funds for one Public Service Coordinator position and related All Other costs needed to carry out the administrative responsibilities of the Industry Partnership Assistance Collaborative.

GENERAL FUND	2013-14	2014-15
POSITIONS - LEGISLATIVE COUNT	1.000	1.000
Personal Services	\$75,978	\$79,739
All Other	\$10,000	\$5,000
GENERAL FUND TOTAL	\$85,978	\$84,739

Workforce Research Z164

Initiative: Provides funds for one half-time Senior Economic Research Analyst position and related All Other costs to collect, compile and analyze labor market research.

GENERAL FUND	2013-14	2014-15
Personal Services	\$38,039	\$39,969
All Other	\$90,000	\$87,500
GENERAL FUND TOTAL	\$128,039	\$127,469

LABOR, DEPARTMENT OF

DEPARTMENT TOTALS

GENERAL FUND	2013-14	2014-15
	\$214,017	\$212,208
DEPARTMENT TOTAL - ALL FUNDS	\$214,017	\$212,208

SECTION TOTALS

GENERAL FUND	2013-14	2014-15
	\$1,269,517	\$1,625,625
SECTION TOTAL - ALL FUNDS	\$1,269,517	\$1,625,625

PART D

Sec. D-1. Task Force on Adult Learners. The Task Force on Adult Learners, referred to in this Part as "the task force," is established.

1. Membership. The task force consists of 13 members as follows:

- A. The Chancellor of the University of Maine System or the chancellor's designee;
- B. The President of the Maine Community College System or the president's designee;
- C. The Commissioner of Economic and Community Development or the commissioner's designee;
- D. The Commissioner of Labor or the commissioner's designee;
- E. The director of the office within the Department of Education concerned with adult education and family literacy or the director's designee;
- F. The Commissioner of Education or the commissioner's designee;
- G. The Chair of the State Workforce Investment Board or the chair's designee;
- H. One representative of a statewide membership organization advocating for business, appointed by the Governor;
- I. One representative from a statewide organization representing small business owners, appointed by the Governor;
- J. One representative of a nonprofit organization dedicated to postsecondary degree attainment by nontraditional students, appointed by the President of the Senate;
- K. One representative of a statewide foundation dedicated to promoting sustainable economic growth for this State, appointed by the President of the Senate;
- L. One representative of the board of a local workforce investment area designated pursuant to the federal Workforce Investment Act of 1998, Public Law 105-220, appointed by the Speaker of the House; and
- M. One representative from a labor union in this State, appointed by the Speaker of the House.

2. Appointments; convening of task force; chair. All appointments must be made no later than 30 days following the effective date of this Part. The appointing authorities shall notify the Executive Director of the Legislative Council once all appointments have been completed. After appointment of all members, the Executive Director of the Legislative Council shall call and convene the first meeting of the task force at which the chair of the task force must be elected from among its members. If 30 days or more after the effective date of this Part a majority of but not all appointments have been made, the executive director may request authority and the Legislative Council may grant authority for the task force to meet and conduct its business.

3. Duties. The task force shall study issues related to the more than 200,000 adults in the State who have obtained some postsecondary education but who have not earned an associate or baccalaureate degree or obtained a professional certificate. The task force shall develop a multisector statewide strategic

plan to increase postsecondary degree completion rates among the adult population that includes both short-term and long-term strategies to increase degree completion rates by nontraditional students in the State and shall develop proposed legislation related to these strategies.

A. In conducting its study and formulating recommendations, the task force shall:

- (1) Review available literature and best practices related to degree completion by nontraditional students, including any other task force reports related to degree attainment;
- (2) Convene appropriate subcommittees to gather additional information and recommendations to ensure a broad-based view of degree attainment by nontraditional students in this State. These groups must include, but are not limited to, adult students currently enrolled in a college transitions program, the State Workforce Investment Board, the boards of the local workforce investment areas designated pursuant to the federal Workforce Investment Act of 1998, Public Law 105-220, career and technical education centers and the Maine Centers for Women, Work and Community within the University of Maine System;
- (3) Review available data and research on degree completion by nontraditional students in Maine and New England and nationally;
- (4) Assess the current status of degree completion by nontraditional students in Maine, including available support services, academic programs, student funding options and adult learner initiatives in progress; and
- (5) Identify barriers to degree completion by nontraditional students.

B. The task force shall make recommendations to:

- (1) Develop a multisector statewide strategic plan to increase postsecondary degree completion rates among the adult population;
- (2) Make the most effective use of local, state and federal resources, including leveraging private foundation investment;
- (3) Align high school graduation, workforce training and adult education expectations to public postsecondary institution admission and placement requirements;
- (4) Promote seamless transfer and expansion of credits granted through prior learning assessment, including credits for employer-based training programs;
- (5) Develop a statewide outreach and support campaign to reach the target population of adults with some postsecondary education but no degree or professional certification;
- (6) Create programs that accelerate certificate and associate and bachelor's degree attainment;
- (7) Identify financial resources that support degree completion by nontraditional students through grants or scholarships; and
- (8) Identify redundancies in programs and initiatives that serve adult learners and recommend program elimination or, when appropriate, consolidation and collaboration.

4. Staff assistance. The University of Maine System and the Maine Community College System jointly shall provide necessary staffing services to the task force.

5. Report. The task force shall submit its report, including the recommendations required by subsection 3, together with any necessary implementing legislation no later than February 1, 2014 to the Joint Select Committee on Maine's Workforce and Economic Future, which may report out a bill to the Second Regular Session of the 126th Legislature.

PART E

Sec. E-1. Working Group on Adult Workforce Readiness. The director of the office within the Department of Education concerned with adult education and family literacy shall convene the Working Group on Adult Workforce Readiness, referred to in this Part as "the working group," to develop a statewide plan to address the work readiness needs of adult incumbent workers, unemployed adults and employers. The plan must include strategies that develop a coordinated system to meet the training needs of adult workers and the workforce needs of employers across the State and a plan to implement those strategies. The director shall invite the following to participate in the working group:

1. The executive director of the Maine Centers for Women, Work and Community within the University of Maine System or the executive director's designee;
2. The executive director of an association advocating for adult education in this State;
3. A representative of a statewide organization that provides employment and training services without charge;
4. A representative of the State Workforce Investment Board;
5. A representative of a board of a local workforce investment area designated pursuant to the federal Workforce Investment Act of 1998, Public Law 105-220;
6. A human resource professional from a large private sector employer in this State;
7. A representative of the office within the Department of Health and Human Services concerned with family independence; and
8. A public librarian who is a member of the Maine Library Association.

Sec. E-2. Report. By January 2, 2014, the director of the office within the Department of Education concerned with adult education and family literacy shall report to the Joint Select Committee on Maine's Workforce and Economic Future the findings and recommendations of the working group. The joint select committee may report out legislation based on the working group's findings and recommendations to the Second Regular Session of the 126th Legislature.

PART F

Sec. F-1. Career preparation resource support. Depending on the availability of funding, by December 31, 2015, Jobs for Maine's Graduates, as established in the Maine Revised Statutes, Title 20-A, section 6901, shall provide the capacity and curriculum and professional development to up to 30 Maine high schools to assist these schools in creating career preparation courses and local

business networks to support career preparation activities. Jobs for Maine's Graduates shall provide these additional resources within budgeted resources if those additional resources are included in the 2014-15 biennial budget and through private sector funds.

Sec. F-2. Report. As a condition of funding, the Executive Director of Jobs for Maine's Graduates, as established in the Maine Revised Statutes, Title 20-A, section 6901, shall report by February 1, 2014 to the Joint Select Committee on Maine's Workforce and Economic Future on progress in its efforts under section 1. The report, at a minimum, must include information on the number of high schools to which career preparation resource support has been provided, the number of courses and networks created, the number of students attending and completing the career preparation courses created and the amount of private funding leveraged by state funding of Jobs for Maine's Graduates.

PART G

Sec. G-1. Maine Incumbent Worker Training Program. The Maine Community College System shall establish the Maine Incumbent Worker Training Program as a pilot project. The pilot project must provide training to 300 employees of existing businesses in the State over a 2-year period. The Maine Community College System shall establish and administer the pilot project through existing resources and grants.

Sec. G-2. Implementation and report. The President of the Maine Community College System shall develop guidelines to implement the pilot project under section 1. The guidelines established for the pilot project must require that participating businesses with more than 100 employees pay at least 50% of the cost of the training of their employees. The guidelines must also require participating businesses with more than 50 but no more than 100 employees to pay at least 25% of the cost of the training of their employees. The guidelines may not require participating businesses with 50 employees or fewer to pay any of the cost of training their employees under the pilot project. The guidelines must give preference to programs that result in college credits and transferable, industry-recognized credentials. The president shall report by January 15, 2015 to the joint standing committee of the Legislature having jurisdiction over labor, commerce, research and economic development matters on the pilot project. The report must include, at a minimum, information on the training provided to incumbent workers, the number of employees attending and completing the training programs, the number of businesses participating and an initial evaluation of the effectiveness of the pilot project.

PART H

Sec. H-1. Statewide internship portal. The Commissioner of Labor shall work collaboratively and in partnership with the Maine State Chamber of Commerce, public and private colleges and universities in the State and private sector employers, both for-profit and nonprofit, to expand the InternHelpME.com program, the statewide internship-matching program managed by the Maine State Chamber of Commerce that connects employers, students, colleges and universities and referred to in this Part as "the program."

Sec. H-2. Advisory committee. The Commissioner of Labor, in consultation with the Commissioner of Economic and Community Development, shall establish the InternHelpME Advisory Committee to assist the Commissioner of Labor in program oversight and development, user policies, partnership and outreach activities and other program components and activities for which the Commissioner of Labor seeks the advisory committee's advice. The advisory committee, whose members are appointed by the Commissioner of Labor, consists of 13 members:

1. One representative of career services;
2. Two representatives of an employer in this State with 100 or more employees;
3. Two representatives of employers in this State with fewer than 100 employees;
4. One representative of the Maine State Chamber of Commerce;
5. One representative of the University of Maine System;
6. One representative of the Maine Community College System;
7. One representative of a private college in this State;
8. One representative who is a student enrolled in a college or university in this State;
9. One representative of a statewide organization of nonprofit entities;
10. One representative who is employed as a high school guidance counselor; and
11. One representative of an organization representing career and technology educators.

Sec. H-3. Report. The Commissioner of Labor and the President of the Maine State Chamber of Commerce shall report by January 2, 2015 to the joint standing committee of the Legislature having jurisdiction over labor, commerce, research and economic development matters on the program. At a minimum, the report must address the number of private and public colleges and universities using the InternHelpME.com website in the prior 2 years; the number of students who have developed their profiles and posted resumes on the website; the number of employers who have used the website and who are interested in providing internship opportunities; and the number of internships posted to the website.

PART I

Sec. I-1. Appropriations and allocations. The following appropriations and allocations are made.

COMMUNITY COLLEGE SYSTEM, BOARD OF TRUSTEES OF THE MAINE

Bring College to ME Program N155

Initiative: Provides funds to establish 4 new degree programs annually in high-skill, high-wage, high-demand occupations.

GENERAL FUND
All Other

2013-14
\$320,000

2014-15
\$320,000

GENERAL FUND TOTAL	\$320,000	\$320,000
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Sec. I-2. Report. The President of the Maine Community College System shall report by January 15, 2015 to the joint standing committee of the Legislature having jurisdiction over education matters on the new degree programs established under the Bring College to ME Program expansion initiative pursuant to section 1. The report must include information on the specific programs created, number of students attending and completing these programs, job placements for program graduates and aggregate data on the graduates' wages from post-program employment.

PART J

Sec. J-1. Appropriations and allocations. The following appropriations and allocations are made.

**UNIVERSITY OF MAINE SYSTEM, BOARD OF TRUSTEES OF THE
Educational and General Activities - UMS 0031**

Initiative: Provides one-time funds in fiscal year 2014-15 to match \$500,000 in private funding from the University of Maine System to establish a scholarship program to assist adults with prior educational credits to return to the university to complete their baccalaureate degrees.

GENERAL FUND	2013-14	2014-15
All Other	\$0	\$500,000
GENERAL FUND TOTAL	\$0	\$500,000

Sec. J-2. Report. In developing qualification criteria for the scholarship program for adults with prior education credits who are returning to the University of Maine System to complete their baccalaureate degrees pursuant to section 1, the Chancellor of the University of Maine System shall consider the number of prior education credits earned by an applicant, the number of years since an applicant last earned education credits and the level to which an applicant demonstrates a financial need. By January 15, 2016, the chancellor shall report to the joint standing committee of the Legislature having jurisdiction over education matters on the status of the scholarship program for adults with prior education credits who are returning to the University of Maine System to complete their baccalaureate degrees. The report must include information on the number of adult students receiving assistance, the degree completion rates of scholarship recipients and aggregate information on post-graduation job placement and wages if available.

PART K

Sec. K-1. Appropriations and allocations. The following appropriations and allocations are made.

LABOR, DEPARTMENT OF

Employment Services Activity 0852

Initiative: Provides funds for the Maine Apprenticeship Program.

GENERAL FUND	2013-14	2014-15
All Other	\$575,000	\$590,000
GENERAL FUND TOTAL	\$575,000	\$590,000

PART L

Sec. L-1. Appropriations and allocations. The following appropriations and allocations are made.

COMMUNITY COLLEGE SYSTEM, BOARD OF TRUSTEES OF THE MAINE

Maine Community College System - Board of Trustees 0556

Initiative: Provides funding to reduce the backlog of students waiting for admission into 14 programs offered by the community college that represent high-demand occupations and result in high-wage employment opportunities.

GENERAL FUND	2013-14	2014-15
All Other	\$1,180,000	\$1,180,000
GENERAL FUND TOTAL	\$1,180,000	\$1,180,000

PART M

Sec. M-1. Foreign-trained worker pilot project. The Commissioner of Education, through the office within the Department of Education concerned with adult education and family literacy, shall establish a pilot project within the adult education program within the City of Portland's public schools to create the Welcome Center Initiative for foreign-trained workers, with an emphasis on foreign-trained professionals. Initial funds provided to the pilot project must be used to employ a full-time coordinator. The coordinator shall work in cooperation and collaboration with the department to develop a series of programs designed to serve the needs of foreign-trained workers through the Welcome Center Initiative.

At a minimum, programs offered or coordinated by the Welcome Center Initiative must include education and career case management, English as a second language, referrals to legal assistance, employer networking and engagement and data collection and analysis about foreign-trained workers in this State.

1. Funding. A primary responsibility of the coordinator is to secure ongoing funding to coordinate and sustain the Welcome Center Initiative. The coordinator, with assistance from the department, may seek funding from private sources, including individuals, foundations and corporations, and from other public sources.

2. Report. The Commissioner of Education shall report on the results of the Welcome Center Initiative pilot project by January 15, 2015 to the joint standing committee of the Legislature having jurisdiction over education matters. At a minimum, the report must include information on the number of foreign-trained workers who received assistance through the Welcome Center Initiative pilot project, the training and services provided, aggregate demographic information about program participants, employment opportunities and placements and a preliminary evaluation of programs and services that were most effective in meeting the needs of the Welcome Center Initiative's users.

Sec. M-2. Appropriations and allocations. The following appropriations and allocations are made.

EDUCATION, DEPARTMENT OF

Adult Education 0364

Initiative: Provides funds for a full-time coordinator position to establish a Welcome Center Initiative for foreign-trained workers within the Portland adult education program. The coordinator will develop and coordinate a comprehensive program designed to serve foreign-trained workers, with an emphasis on foreign-trained professionals, and seek private funds to support center programs and operations.

GENERAL FUND	2013-14	2014-15
All Other	\$75,000	\$75,000
GENERAL FUND TOTAL	\$75,000	\$75,000

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

SUMMARY

This amendment replaces the concept draft.

The amendment adds an emergency preamble and emergency clause and does the following.

PART A

This Part amends the laws governing the Education Coordinating Committee to require that the committee meet at least quarterly. It also requires the committee to consult organizations and associations with a commitment to and interest in education matters in developing its cooperative efforts and strategic planning. It requires the Education Coordinating Committee to examine the issues related to adults needing assistance in meeting the requirements for postsecondary education admission or entrance into specific training programs and to report to the Joint Select Committee on Maine's Workforce and Economic Future by December 16, 2014 with its findings and recommendations. This Part also authorizes the joint select committee to report out legislation based on the Education Coordinating Committee's findings and recommendations.

PART B

This Part requires the Chancellor of the University of Maine System and the Board of Trustees of the University of Maine System, in cooperation with the President of the Maine Community College System and the Board of Trustees of the Maine Community College System, to develop the policies and procedures to establish a process for students enrolled in community colleges in this State to successfully transfer their credits into the University of Maine System in order to complete their baccalaureate degrees. It also requires the Chancellor of the University of Maine System and the President of the Maine Community College System to study the feasibility of developing a common course numbering system and provide a plan and implementation schedule, if their study results in a solution that could be realized in a reasonable timeframe and that adds value to the transfer process, to the Joint Standing Committee on Education and Cultural Affairs no later than September 1, 2014.

PART C

This Part establishes Maine industry partnerships as a cooperative initiative within the Office of the Governor. This Part also creates the Industry Partnership Assistance Collaborative in the Office of the Governor administered by the Commissioner of Labor and consisting of representatives from the Department of Labor, the Department of Education, the Department of Economic and Community Development, the University of Maine System and the Maine Community College System. This Part also establishes the objectives for the industry partnerships and requires the collaborative to provide staffing and other support for the industry partnerships. It establishes the industry partnerships grant program and requires the collaborative to develop application and qualification criteria for that program. This Part requires the collaborative to provide industry and labor market research to industry partnerships and to establish a performance improvement and evaluation system for the collaborative. This Part also includes an appropriations and allocations section providing \$100,000 in each year of the biennium to the Executive Department to support industry partnerships.

PART D

This Part establishes the Task Force on Adult Learners. The task force consists of 13 members and is charged with studying issues related to the more than 200,000 adults in the State who have obtained some postsecondary education but who have not earned an associate or baccalaureate degree or obtained a professional certificate. This Part requires the task force to develop a multisector statewide strategic plan to increase postsecondary degree completion rates among such nontraditional students, which will include both short-term and long-term strategies to increase degree completion rates by nontraditional

students in the State and provide proposed draft legislation related to these strategies. The task force is required to report its findings and recommendations to the Joint Select Committee on Maine's Workforce and Economic Future no later than February 1, 2014.

PART E

This Part requires the director of the office within the Department of Education concerned with adult education and family literacy to convene the Working Group on Adult Workforce Readiness to develop a statewide plan to address the work readiness needs of unemployed adults, incumbent workers and employers. This Part requires that the director report the findings and recommendations of the working group to the Joint Select Committee on Maine's Workforce and Economic Future by January 2, 2014.

PART F

This Part requires Jobs for Maine's Graduates to provide capacity, curriculum and professional development to assist up to 30 high schools, depending on available funding, in creating career preparation courses and local business networks to support career preparation activities. It also requires the Executive Director of Jobs for Maine's Graduates to report by February 1, 2014 on progress toward achieving the goal of providing the resource support required by this Part to the Joint Select Committee on Maine's Workforce and Economic Future.

PART G

This Part establishes the Maine Incumbent Worker Training Program as a pilot project within the Maine Community College System. This Part requires that the pilot project provide additional training to 300 incumbent workers across the State. This Part requires the President of the Maine Community College System to establish guidelines for the pilot project that require some participating employers to pay a percentage of costs of providing training to their employees. This Part requires that the President of the Maine Community College System report on the pilot project by January 15, 2015 to the joint standing committee of the Legislature having jurisdiction over labor, commerce, research and economic development matters.

PART H

This Part expands InternHelpME.com, a statewide internship-matching program established by the Maine State Chamber of Commerce that links employers, students, colleges and universities. This Part requires the Commissioner of Labor, in consultation with the Commissioner of Economic and Community Development, to establish a 13-member advisory committee to assist the Commissioner of Labor in program oversight and development. This Part requires a report on the expansion of InternHelpME.com to the joint standing committee of the Legislature having jurisdiction over labor, commerce, research and economic development matters by January 2, 2015.

PART I

This Part provides an additional General Fund appropriation of \$320,000 in each year of the 2013-2015 biennium to create 4 new degree programs annually through the Bring College to ME Program

within the Maine Community College System. The new degree programs will be delivered to rural Maine in high-skill, high-wage occupations.

PART J

Part J provides a one-time General Fund appropriation of \$500,000 in fiscal year 2014-15 to match \$500,000 in private funding from the University of Maine System to establish a scholarship program in the University of Maine System to assist adults with prior education credits to return to the University of Maine System to complete their baccalaureate degrees.

PART K

Part K provides a General Fund appropriation for the Maine Apprenticeship Program of \$575,000 in fiscal year 2013-14 and \$590,000 in fiscal year 2014-15.

PART L

Part L provides an additional appropriation of \$1,180,000 in each year of the 2013-2015 biennium to the Maine Community College System to enable the system to reduce the backlog of student applicants for 14 high-demand courses of study that result in degrees or certifications that lead to the opportunity for graduates to obtain high-wage jobs.

PART M

Part M provides a General Fund appropriation of \$75,000 in each year of the 2013-2015 biennium to the office within the Department of Education concerned with adult education and family literacy for a full-time coordinator position for a pilot project that will establish a foreign-trained worker Welcome Center Initiative in the Portland adult education program.

FISCAL NOTE REQUIRED

(See attached)