



OFFICE OF THE PRESIDENT

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

To: Members of the Joint Standing Committee on Education and Cultural Affairs
From: Becky Smith, Director of Government and Community Relations
bsmith@mccs.me.edu; (207) 380-9171
Re: Testimony in Support of LD 1072, An Act Regarding Career and Technical Education and Memoranda of Understanding with Community Colleges

Senator Rafferty, Representative Brennan and members of the Joint Standing Committee on Education and Cultural Affairs. My name is Becky Smith. I am the Director of Government and Community Relations for the Maine Community College System. I am here today to offer our support for LD 1072, *An Act Regarding Career and Technical Education and Memoranda of Understanding with Community Colleges* with a suggested amendment.

As we have testified to before, the Maine Community Colleges work closely with our sister CTEs. They are an integral and often under-resourced aspect of Maine's educational infrastructure. Our dual enrollment offerings, those taught at CTEs that offer college credit, are meant to start Maine's high school students on a path to fulfilling careers. Maine's community colleges offer these programs at a CTE when the CTE has adequate equipment and when resources allow.

In fact, MCCS currently has over 200 articulation agreements with Maine's CTEs and offers 220 concurrent courses that will give students college credit, without cost if the course is successfully completed. Attached you will find additional information about our current MOU's and concurrent offerings as well as a report that was presented to the Maine Administrators of Career and Technical Education (MACTE).

LD 1072 permits community colleges to enter into memoranda of understanding with CTEs as an alternative way to deliver career and technical education. The bill, however, is proscriptive about what an MOU must contain if one is feasible. We respectfully suggest that the bill be amended to clarify the language in section 2.

Our proposed language change:

"Upon an assessment that a career and technical education course or program meets the standards of a community college course or program of study, the community college shall award the student college credit to students successfully completing ~~for~~ that course or program, as applicable;"

This past year, despite the disruptions caused by COVID-19, MCCS has worked with CTEs to include them in the enrollment software, OnCourse, we share with UMS. In the past, only the sending high school has had access to the student's enrollment information. This, and other collaborations are outlined in the attached documents.

We all want direct pathways from CTEs to the community colleges. CTEs and community colleges have staff that work tirelessly to make this happen, but without adequate resources to train our students who want to enter the trades, healthcare, or other disciplines offered at both CTEs and Maine's community colleges, it cannot happen. This is particularly true when the accrediting body is external to the community colleges and has specific curricula that must be delivered and learning outcomes that have to be met in order to become certified.

The bill before you funds this initiative with the Aspirations Program budget. As you likely remember, this body appropriated an additional \$2.5 million to Aspirations just to cover the expanded costs for FY21. Also, recent discussions about the cost of the Aspirations funding has reaffirmed the policy that only permits an individual student to take 12 credits at MCCS or UMS. This limit allows the program to stay closer to their appropriation level and to allow for fairer access across the state. Any expansion of offerings funded by Aspirations will need increased funding. However, the exact amount cannot be determined until and unless MOUs are developed according to this legislation.

In closing, the fundamental issue that many of these initiatives are trying to solve is that Maine has, to our detriment, underfunded and underappreciated technical education for too long at both the high school and college levels. This bill, like many others before you, seeks a solution to what is essentially a funding issue.

**Second Year Report
(January 2021)
MOU Community College and Secondary CTE**

This is a summary of the activities that have taken place to meet the three primary goals of this agreement that was signed in December of 2018. This is a summary of year two activities.

As stated in the first-year report, there continues to be ongoing communication between MCCS and the MDOE focused on how best to ensure students are maximizing college credit opportunities at the local level. The MACTE organization has continued with their post-secondary committee that has been active in staying connected with the community colleges across the state. The challenge that came with Covid-19 was consistent communication throughout the spring and summer months. The spring and summer months are critical times for engagement that leads to implementation of activities heading into the fall.

One overarching highlight from this past summer happened when the high school to college support and scholarship program, Embark, began to restructure its service directive to include the CTE schools. In previous years, much of the communication around supporting students was done primarily through the high school counselors, however, this year they have expanded to include the CTE student service coordinators in that process. More information about the program can be found here;
<https://www.mccs.me.edu/our-programs/early-college-programs-courses/embark/>

Below you find an update on the specific goals that were set with the original MOU as well as overall goals.

Goal: Commit to regular, ongoing communication and at least two face to face meetings each year.

This was definitely disrupted as we all had to deal with the challenges with COVID-19. However, the MACTE-CTE Conference Committee generously asked for the MCCS participation in both preparation and presentation of their virtual Fall 2020 conference. This was a great opportunity for MCCS to provide insight on workshop ideas as well as engage with CTE high school instructors during the conference.

The MACTE Student Services Group, led by Kathy Sargent, has also continued to engage with the MCCS by inviting them to meetings that were held at the end of the school year as well as this fall. This has allowed for direct communication that has benefitted students by providing CTE schools with information around options should they choose to attend one of the community colleges.

Following the conference, the Welding Group, headed by Director David Morse, reached out to launch the Welding Articulation conversation. That first meeting had an equal representation from MCCS and CTE personnel. Importantly, this first meeting was positive and collaborative – with both entities truly hearing the perspective of the other.

Goal: Include the community college in any professional development opportunities offered to CTE staff; such as the MACTE Conference in the fall as well as the MACTE Director's Conference in the summer.

Mercedes Pour, from the MCCS, was the representative on the MACTE-CTE conference committee and provided insight on professional development. Ms. Pour also participated in the event as a

workshop presenter as well as Karen Normadin from KVCC. Ms. Pour was also instrumental in inviting community college faculty to the event and aligning them with the respective tech update groups. This allowed for community college faculty and CTE instructors an opportunity to engage in conversations around their respective fields.

Also at the fall conference, Dwight Littlefield and Mercedes Pour worked together to invite President David Daigler and Commissioner Pender Makin as the opening speakers. This is the first time in the history of the event that both the President of the MCCS and the Commissioner of Education attended and spoke. They also teamed up to present the annual award to the Maine CTE Teacher of the Year.

Below is a summary of activities as they relate to the specific goals of the MOU.

Goals of the Memorandum of Understanding

The goals of this agreement are to:

- **Provide a statewide framework for the awarding of credits that may be used to offer a seamless transition from secondary CTE education to postsecondary enrollment in the MCCS;**

Within the last year, MCCS has entered into a partnership with the University of Maine System(UMS) to host an online application and tracking system for all early college (dual and concurrent enrollment) activity in the state. The majority of this activity is funded through the MDOE Aspirations Program. Prior to MCCS involvement, CTEs may have seen this system through the Bridge Program – but importantly, CTEs were not included as “institutions” or “reviewers” in the system until MCCS entered the system. Moving forward, CTEs (specifically the Student Services Director and/or CTE Director) will have academic access to all of their students dual enrollment activity and be responsible for approving all college classes happening within their buildings. This third-party solution positions CTEs and high schools as equal partners in this realm. MCCS and UMS together presented this platform to the Student Services Tech update meeting in October and will run webinars in the state once all the MCCS colleges are in this system.

The MCCS has seen a growth in “One & Done” Certificates through out the state. Certificates that start exclusively in CTEs and earn students actual college credentials continue to grow. There are now several of these collaborations between EMCC & UTC, Allied Health is growing in the KVCC region, and YCCC and SRTC collaborated this year on a Mechanical Drafting and Design Certificate. Here is a news release on the partnership between Sanford and YCCC;

https://www.yccc.edu/press_release/york-county-high-school-students-graduate-from-college-through-creative-partnership/

As the “One and Done” programs continue to grow, they will prove to be a seamless transition for CTE students into the MCCS with the immediate potential to earn a meaningful credential. One of the challenges with be the funding that is provided through the MDOE Aspirations program.

- **Create system-to-system (MCCS and MDOE on behalf of CTE) articulation agreements which will minimize course repetition and lead to a postsecondary credential or a nationally-recognized industry credential earned through course work aligned to industry standards and employment;**

With the recent development of the Perkins V state plan, we currently have two active articulation agreements in automotive and electrical. These agreements have allowed for students to matriculate into a community college and receive some credit related to the field of study. In 20-21, we will explore together the possibility and viability of a Statewide Articulation Agreement in Welding. There are some structural challenges to a statewide articulation, but the process will be transparent and collaborative.

- **Provide a uniform credit structure to ensure equity in transfer credits amongst all MCCS institutions.**

Last year we provided you with information about the Math Pathways project that is a collaboration between the CTE schools, MCCS, UMS and business partnerships. This work is continuing, however, due to COVID-19 this process has slowed some. This continues to be an area that we feel will be a valuable option for students that gain credit with a purpose as they transition into a community college. The transition to mostly remote delivery of curriculum from March through December, it has proven to be a challenge to dig deeper into the alignment of curriculum.

Overall Summary:

Heading into the second year of this agreement there was a lot of positive energy on how the MDOE and MCCS would collaborate more and expand opportunities for students. However, when everything shifted in March due to the pandemic, it became more challenging to engage in meaningful conversations. Each organization had to pivot and focus on how best to support their institutions in the immediate transition into an online learning platform for many programs that were not designed to be delivered in that manner. However, as we have adjusted to this new way of education, there have been opportunities to stay connected and expand our partnerships. Throughout the last year the communication and engagement between the two organizations continued to grow. We are both committed to stay connected and maximize our opportunities that will provide positive experiences for the students of Maine. One of the goals that we were not able to meet this past year was a deep dive into the data. We are committed to take that deep dive over the next 12 months to see what that will tell us and help us guide our work moving forward.

ME Career Clusters:	Agreements:
Agriculture and Natural Resources	1
KVCC	1
Architecture, Construction, and Manufacturing	64
CMCC	21
EMCC	10
KVCC	8
NMCC	16
SMCC	6
YCCC	3
Arts, Audio/Video Technology and Communications	23
CMCC	9
EMCC	4
SMCC	9
YCCC	1
Business Management, Administration, Finance, Marketing, Sales and Service	28
CMCC	7
EMCC	2
KVCC	3
NMCC	11
SMCC	2
YCCC	3
Education and Public Services	22
CMCC	2
EMCC	1
KVCC	5
NMCC	6
SMCC	3
WCCC	2
YCCC	3
Health and Human Services	40
CMCC	7
EMCC	9
KVCC	4
NMCC	10
SMCC	9
YCCC	1
Hospitality and Tourism	38
CMCC	16
EMCC	5
KVCC	11
SMCC	4
WCCC	1
YCCC	1
Liberal Studies	22
CMCC	5
EMCC	2

NMCC	1
SMCC	14
Public Safety and Security	20
CMCC	11
EMCC	3
SMCC	3
WCCC	1
YCCC	2
Science, Technology, Engineering and Mathematics (STEM) and Information Technology	25
CMCC	10
EMCC	4
KVCC	4
NMCC	3
SMCC	1
YCCC	3
Transportation	65
CMCC	24
EMCC	5
NMCC	10
SMCC	9
WCCC	17
Grand Total	348

CTE Agreements by CTE/HS:

CTE/High School	Articulation Agreement	Concurrent Enrollment Agreements
Bath Regional Career & Technical Center	7	8
Biddeford Regional Ctr. of Technology	19	12
Bonny Eagle HS		1
Canaan Career Center	1	
Capital Area Technical Center	11	10
Caribou Technology Center	9	6
Early Childhood Education	1	1
East Grand HS		1
Edward Little HS		1
Forest Hills HS		1
Foster Technology Center	7	8
Freeport High School		1
Greater Houlton Christian Academy		1
Hancock County Technical Center	8	11
Lake Region Vocational Center	8	8
Leavitt Area HS		3
Lewiston Regional Technical Center	16	16
Lisbon HS		2
Mid-Maine Technical Center	10	16
Monmouth Academy		1
Noble High School/SRTC	1	
Northern Penobscot Tech Region III	1	1
Old Orchard Beach HS	1	
Portland Arts & Technology H.S.	7	12
Portland Arts & Technology High School	1	
Presque Isle Regional Career & Technical Center	4	3
Region 10 Technical HS	7	9
Region 11 Oxford Hills Technical School	7	7
Region 2 School of Applied Technology	10	5
Region 3 Northern Penobscot Technology Center	4	8
Region 4 United Technologies Center	12	16
Region 7 Waldo County Technical Center	7	6
Region 8 Mid-Coast School of Technology	5	8
Region 9 School of Applied Technology	3	2
Saint Dominic's Academy		2
Sanford Regional Technical Center	9	8
Somerset Career & Technical Center	6	3
Somersworth HS & Technical Center	1	1
St. Croix Regional Technology Center	4	

St. John Valley Technology Center	6	3
Tri-County Technical Center	6	8
Van Buren Regional Technology Ctr.	5	4
Westbrook Regional Vocational Center	2	6
Grand Total	206	220