New Mainers Resource Center
Portland Adult Education
2020 - 2021
Annual Report

January 14, 2022

New Mainers Resource Center
Portland Adult Education
2020/21 Annual Report
Executive Summary

New Mainers Resource Center Mission

The New Mainers Resource Center (NMRC) was created in 2013 by the Maine State Legislature to develop and execute a strategy to integrate and better utilize the skills of foreign trained immigrants living in Maine. Established as a pilot project at Portland Adult Education (PAE), **NMRC's mission is to support Maine's economic development by meeting employers' demands for a skilled and culturally diverse workforce.**

For over 14 years PAE has been supporting members of Maine's immigrant communities to find success and build financial stability through workforce development programs designed specifically for new Mainers. In recent pre-COVID years, these numbers averaged roughly 2,200 immigrant students each year. The inclusion of NMRC at PAE has allowed for the development of both targeted programming focused on the unique needs of those who come to the U.S. with an advanced degree and experience in a professional field as well as support for workforce initiatives that are integrated throughout PAE's programs.

Key Points of 2020/21 School Year – Provide Guidance for 2021/2022 and Beyond

- NMRC's role within PAE has changed to align with the PAE Workforce Training Department and to provide expanded advising services.
- In 202/21 NMRC provided advising services to 280 people. 162 were returning students and 118 were new to NMRC. All services were provided remotely.
- 65% of people receiving NMRC services in 2020/21 had a bachelors or above; 90% had some college.
- Healthcare, finance and education were the sectors containing the largest number of people served.
- COVID had a significant impact on PAE operations and required a change from all in person classes and services to all remote classes. This meant a need to raise funds and secure devices and hotspots for teachers and students. Teachers and students all needed to be trained for remote classes.
- The numbers of students taking classes dropped significantly, particularly for enrichment courses.
- Even while providing remote services, planning was underway, and steps were being taken to adapt the PAE building and put COVID protocols in place for a return to face to face classes.
- COVID was stressful for PAE staff and students. Everyone struggled to meet basic requirements.
- At the beginning of COVID there were drastic changes in the unemployment rate. People were losing their jobs, or were not able to work because of child care needs, concerns about unsafe working conditions, etc. Throughout 2021, as businesses started to open and health care employers and other essential services employers began to feel stressed, the job market flipped. Job vacancy rates went up and there was a demand for workers in almost every field.
- The move to remote learning has highlighted the digital barriers new Mainers face and the need to ensure that there is access to digital devices and internet. Digital literacy and teaching technology skills need to be a high priority.
- PAE's 2020/21 PAE school year started well. Classes were offered remote, face to face, and hybrid. About half of PAE students said they preferred remote or hybrid classes. 1,182 people registered for fall classes. This was 300 more than the previous year.

- Sector specific programs such as Education Academy, Teller Training, and Child Development programs, which include employer partners, continued to be successful at offering training that leads people directly into jobs. These are models that can be repeated and are applicable to other sectors.
- Some progress was made with professional licensing with the newly passed legislation, but big challenges remain and there is still much more to be done. The ability to access documents and meet requirements for transcripts and diplomas, which was already difficult, if not impossible for many, have been made worse by COVID.
- Internships, both paid and unpaid, provide a great opportunity for new Mainers to be trained and prepared for jobs and also provide public and private employers a tool for recruitment.
- Costs related to licensing or credential evaluations can be prohibitive. More funds that are easily accessible need to be made available to help cover these costs, which can run into hundreds and thousands of dollars.
- The healthcare sector workforce was the hardest hit by COVID. PAE's multi-pronged approach, which strives to provide assistance to anyone seeking a healthcare career, regardless of their English level or previous professional healthcare experience, seeks to find career pathways for everyone. Much more still needs to be done to help those new Mainers who come as doctors, nurses, pharmacists and other health professionals work to their fullest potential.
- Communication with students and employers has been more of a challenge under COVID. New strategies are needed for connecting to students, especially previous NMRC students who may still need assistance, and those who are remote.
- Given that much of PAE programming will remain remote as will the recruitment functions of employers, NMRC has to approach its communication and partnerships with employers differently to develop, systematize and strengthen its communication with employers and improve ways to connect them to PAE students and potential job candidates.

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New Mainers Resource Center
2020-21 Annual Report

I. OVERVIEW

NMRC Mission

The New Mainers Resource Center (NMRC) was created in 2013 by the Maine State Legislature to develop and execute a strategy to integrate and better utilize the skills of foreign trained immigrants living in Maine. Established as a pilot project at Portland Adult Education (PAE), **NMRC's mission is to support Maine's economic development by meeting employers' demands for a skilled and culturally diverse workforce.**

PAE has been supporting members of Maine's immigrant communities to find success and build financial stability through workforce development programs designed specifically for new Mainers, for over 14 years. The inclusion of NMRC at PAE allows for the development of both targeted programming focused on the unique needs of those who come to the U.S. with an advanced degree and experience in a professional field as well as support for workforce initiatives that are integrated throughout PAE's programs.

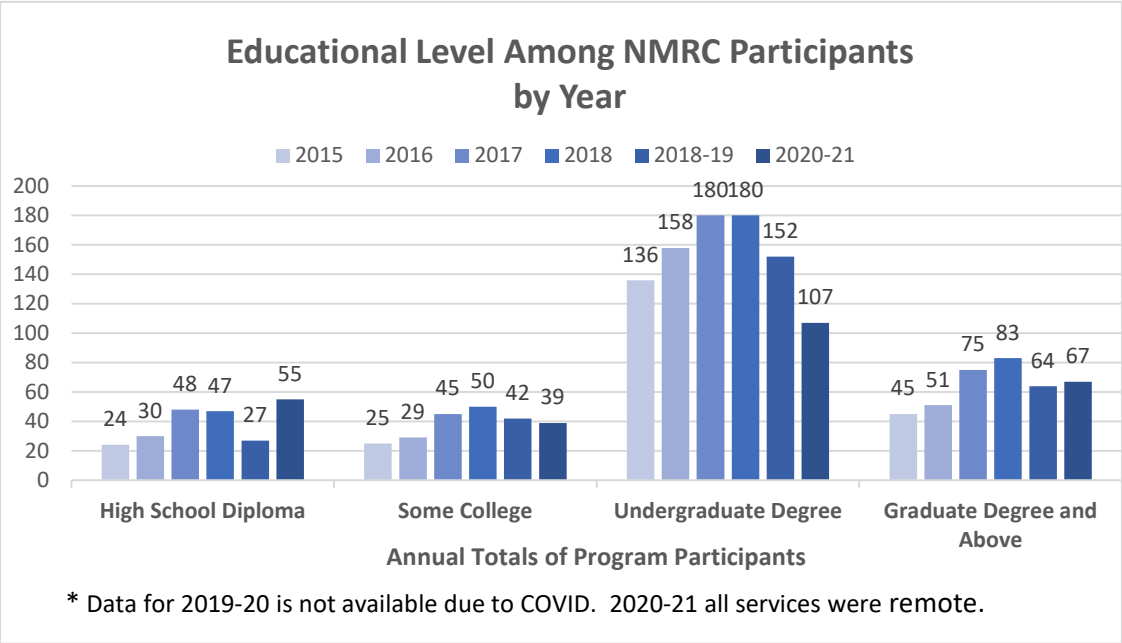
Changes in NMRC's Role Within Portland Adult Education

Since it was founded in 2013, NMRC's role at PAE has evolved to meet the ever changing needs of students and employers and other programmatic shifts at PAE. There has been a growing recognition of the need to integrate NMRC services more fully throughout PAE programing as the best way to meet those needs. During the past several years the number and type of workforce training programs developed and offered by PAE has expanded. The number of new Mainer students participating in those courses has also increased. As more courses were developed under NMRC, ongoing administration and support of those courses took up more and more of NMRC's limited staff time. There has also been a need to provide more career advising to PAE students generally and especially those students who are participating in PAE's workforce courses. With the labor market shortages and the move to remote services, there has been a need to look for different ways to be more effective in responding to employers who are contacting NMRC and PAE for assistance with their recruitment efforts.

Given these different factors, changes have been made in NMRC programming. It has been more closely aligned with and incorporated into PAE's workforce training department allowing other PAE staff to manage the workforce training classes previously offered under NMRC. This allows NMRC staff to focus their time on program development, career and job search guidance, advising regarding credential evaluations and licensing, and expansion of services to support students more specifically in the workforce training courses. NMRC staff now includes someone whose time is dedicated to responding to employers and efforts are underway to expand and enhance the NMRC website as a way to better communicate with employers, students, job seekers and others. Additionally, NMRC has added a Health Professional Program Associate position whose time is spent on advising students on health careers and licensing, working with employers, and teaching health related courses such as TOEFL and TEAS (entrance test for nursing students at community colleges).

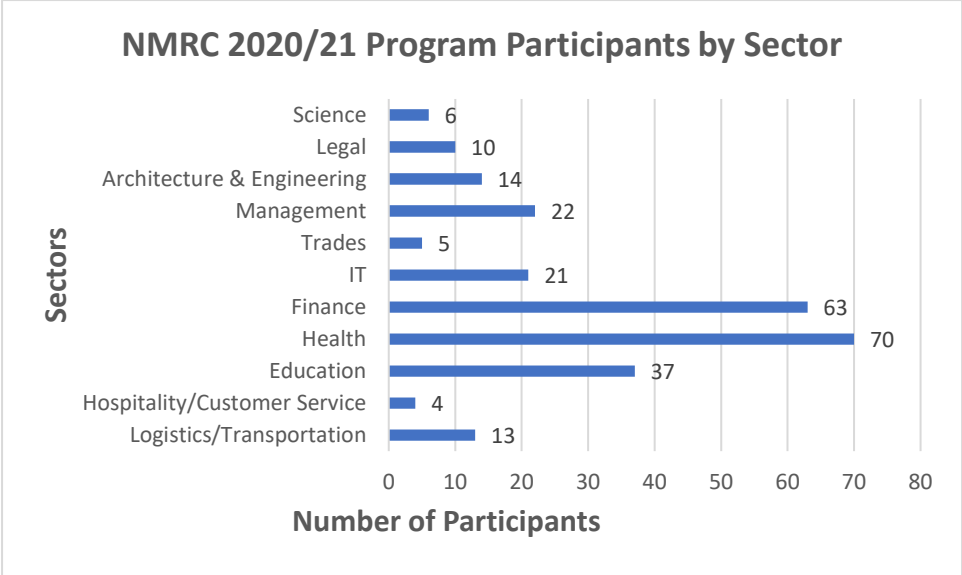
NMRC 2020/2021 Program Data

In the 2020/21 school year NMRC provided advising services to **280 people**. **162 were returning students and 118 were new to NMRC.** During this year, all services were provided remotely with NMRC staff working exclusively from home.



Over the years, the vast majority of students who have been served by NMRC have bachelor degrees and higher, clearly showing that Maine's immigrants and refugees bring skills and training to Maine's workforce.

The healthcare and financial services sectors have consistently had the highest numbers of new Mainers who have sought services from NMRC and have been a driving force behind the types of workforce training programming that is developed by NMRC and PAE. The high number of educators being served, for example, reflects the ability of NMRC, through its Education Academy, to bridge the gap between the individuals seeking jobs as Ed Techs or teachers and a school district's need for people to fill those positions. PAE has the ability to assess the individuals seeking services, their skill gaps, and then working with the employer, develop the training or other services so that people are qualified, competitive candidates for the positions they want, and employers are seeking to fill.



II. COVID-19 IMPACT on PORTLAND ADULT EDUCATION

Portland Adult Education Switches to Remote Learning

On March 13, 2020, in the middle of the winter semester, PAE held its last in person class. Starting the next week, all PAE classes and programming went remote in response to the pandemic. The pandemic changed the way that PAE had to deliver its services, going from an all in person model to one that was totally remote. This

meant big changes for all PAE staff and students. With the impact of COVID, the 2020/21 school year was like no other and this report includes information about the adaptations in programming that were required to provide the context in which NMRC and PAE have been operating.

PAE's building was closed to all 70 – 80 staff and over 2,000 students. Just dealing with health and safety issues, childcare and home schooling, loss of employment, and surviving in a shutdown environment created a very stressful time for everyone. For many students, continuing with classes was not a top priority and for some, because of lack of a computer, internet or technological skills, or because a person's English level was at a lower level, continuing to take classes remotely was too difficult or not possible.

PAE staff went from being in a building that had hundreds of people coming in and out every day to a closed building and totally remote learning. Seeing students and other PAE staff and teachers on a daily basis provided opportunities for getting to know people, working together, sharing information and just overall communicating in ways that cannot be replaced with everyone functioning remotely.

By spring semester 2019/20, which started at the end of April 2020, PAE had a better understanding of what it would take to provide remote services, but also recognized that for both staff and students, functioning remotely was a challenge. PAE staff and students did not have the technology or skills to teach or take remote classes. PAE teachers, staff and students all struggled to just meet basic requirements.

Adjustments needed to be made in expectations about what could and should be accomplished. Through the end of the school year in 2019/20, with great uncertainties about COVID, planning needed to be done for the upcoming 2020/21 school year. Would PAE be able to return to in person classes or would it need to remain remote, and when should that decision be made. In the middle of the spring semester the decision was ultimately made to stay with remote learning for fall 2020 so that as much work and planning could be done before the school semester ended in June, when teaching staff finished working for the school year. Following are just some of the issues that needed to be addressed by PAE for the 2020/21 school year.

- The switch to all-remote learning included:
    - Intensive professional development for teachers to train for teaching remote classes
    - Raising funds for devices and hotspots for teachers and students
    - Securing devices and hotspots for teachers and students
    - Shutting down the PAE building to all but skeleton staff and development of safety protocol and equipment for PAE building use

- Steps to remote success included:
    - More professional development for teachers and staff
    - Fundraising to secure additional devices and hotspots for teachers and students, and additional staff to assist with technology distribution and support
    - Setting up systems for equipment distribution, maintenance, collection and training students for use of equipment

- PAE remained primarily remote for the academic year 2020/21
    - Remote learning saw a decrease in ESOL students but an increase in Language Arts and Workforce classes
    - PAE moved to a combination of limited in person services and remote classes
    - Planning and implementing safety measures were being done for when in person classes and PAE services might be offered again

- Setting priorities for in person activities, i.e. who were the students that were most in need of in person services
- Implementing safety precautions and making adaptations in PAE building use for return to in person offerings

PAE Key Data Before and During Pandemic

Number of Students

	2018/19 Pre-pandemic	**2019/20 – Pandemic – Hits March – Middle of Winter Semester**	**2020/21 – Full COVID Protocol – All Remote^**
Total Students	3,712	3,084	1,676
New Students	1,709	1,215	934
Returning Students	2,003	1,869	742

^A change in data systems part way through the year caused some underreporting of the number of actual students. Due to COVID and remote learning, actual numbers were still considerably lower than previous years. This was particularly true for enrichment students.

Computers and Hotspots

School Year	**2019/2020***	**2020/2021^**	**Fall 2021/2022**
Devices Leaving the Building/Loaners	0	50 HPs 466 Chromebooks	50 HPs 680 Chromebooks
Hotspots for Students	0	380	380

* PAE had shared HP laptops for in person class use and shared devices signed out by teachers.
^ Several hundred Chromebooks were on back order from 8/20 – 4/21, delivered months after expected delivery date.

Additional Factors

COVID had a significant impact for many students who were searching for employment.

- A very low unemployment rate changed overnight to a situation where many people were losing their jobs and/or employers were not hiring, the hiring process was more complicated and dragged on longer than usual
- Job openings that did exist were for essential service positions. Many people had concerns about potentially unsafe working conditions
- Lack of child care and/or parents needing to be home with their children because of school closures and needing to assist their children with their remote classes limited the employment options for many new Mainers
- For asylum seekers who must wait a certain amount of time before they are eligible to work, changes in immigration rules that extended that waiting period, a slowdown or shutdown in USCIS services and immigration court closures because of COVID and other changes caused longer waiting periods before some people were eligible to work
- A high demand for a large number of workers from staffing agencies or employers who make COVID test kits were paying higher wages and drew many workers from other employers

2021/2022 School Year Off to a Good Start

Given the everchanging COVID environment, not knowing what to expect even 3-6 months in the future, PAE teachers and staff continue to be in the challenging position of needing to teach and provide services in ways different than before. After being surveyed, many students and teachers expressed a preference for remote classes. Given this feedback, for the 2021/22 school year, PAE decided to continue to make remote or hybrid classes available in addition to those that are offered face to face. It was determined that it was particularly important to offer face to face instruction for the lower level English classes. Providing staff and students the opportunity to be in person or remote was well received by both students and staff but functioning in essentially two different worlds presented a new host of issues that needed to be addressed. Ensuring that everyone was complying with COVID protocols and looking ahead and preparing for the upcoming semester or school year also took time out of everyone's schedule. Despite these challenging circumstances, the 2021/2022 fall semester shows that the school year got off to a good start.

- 1,182 individual students registered for classes. This is 300 more than Fall '20!
- 731 intakes were done (Jul – Nov 21)
- 96 academic and workforce classes were offered
    - 49% remote or hybrid
    - 51% face to face

<u>Fall 2021 Workforce Training Programs</u>

The 2021/2022 PAE Workforce Training Programs included a wide range of offerings, both as certificate programs and as individual classes. Courses fell into the areas of: Accounting/Finance, Business and Administration, Computer/IT, Education, Healthcare, Transportation, Leadership Skills and Work Readiness.

Appendix B. includes the full listing of these courses.

<u>Portland Adult Education Winter 2022 Course Listing Overview</u>

The PAE Winter 2022 course offerings include not only the workforce courses mentioned above, but a full range of academic courses including ESOL Basic Literacy courses, High School Diploma, HiSET prep and testing, College Transitions and Citizenship. Enrichment courses include: Business and Personal Finance, Wellness, Fitness and Dance and Home and Life Skills among others.

Appendix C. provides and overview of PAE course listings.

III. 2020/2021 MAJOR INITIATIVES

1. SECTOR SPECIFIC TRAINING – WORKFORCE PROGRAMS

Sector focused strategies that are designed and implemented with input from and in partnership with employers continue to be a successful approach for PAE. It allows the development of programming that meets employers' needs. Training can be designed to ensure that program participants who complete the training will have the skills necessary for the jobs that employers want to fill, and, in some cases, the relationship between PAE and the employer can lead to a more direct path to a job for the program participants. Following is information about several different sector workforce initiatives offered in the 2020/2021 school year.

A. Education Academy 2020/2021 Class

The 2020/21 school year saw the 3rd offering of the Education Academy. As in previous years, it adapted to meet the needs of the students and the different circumstances that COVID created in public schools.

Overview and Results (as of 12/26/21)

- Classes offered remotely and as an a la carte option. The Winter and Spring semester practical experience in the schools was offered as remote observation opportunities in South Portland Schools
- City of Portland Office of Economic Opportunity TIF (Tax Increment Financing) provided financial support for students to take the classes as well as the costs related to advising, fingerprinting, evaluation and translation of degrees and MDOE Ed Tech and Teacher certification application fees
- Most students have received advising and support regarding job searches and are eligible for Ed Tech 3 certification and eligible for conditional MDOE teacher certification. Ongoing advising is provided and is an important component regarding meeting certification requirements and providing assistance with job searches
- Portland Public Schools (PPS) HR and BIPOC (Black, Indigenous, and People of Color) Coordinator provide support and coordination in recruiting and hiring Ed Academy students into PPS positions. Students were also hired by other school districts
- Job outcomes for students enrolled in Education Academy courses during winter and spring semester:
    - 4 students hired into Ed Tech 3 positions; 2 students hired into teaching positions (1 middle school French teacher and 1 HS math); 1 hired in school academic support position; 2 employed in non-education jobs

In addition to the Ed Academy classes and practicum experience, NMRC/PAE provide additional support and assistance outside of those classes, tailored to meet the need of each student:

- Enrollment in math, English, digital literacy or other PAE classes
- Ongoing advice on meeting MDOE teacher certification requirements – what courses they need, where they can take them, finding resources to cover the costs
- Ongoing advice and support on job search strategies, whether or not people meet certification requirements for positions they want to apply for
- Providing information on professional development resources
- PPS hiring of a Director of BIPOC Career Pathways and Leadership Development (21/22)

Barriers To Teacher Certification and Hiring

Despite the great progress that has been made to help foreign trained teachers and others seeking jobs in Maine schools, there are still issues to be addressed:

- Challenges getting foreign diplomas and transcripts, which for some is an impossibility, and have been made even worse by COVID, preventing many otherwise eligible people from obtaining MDOE teacher or Ed Tech certification. MDOE should consider alternatives for people who are unable to get their documents to show they are qualified to work as Ed Tech 3's or teachers.
- There is not an educational institution in the state of Maine that offers student teaching to people who are not fully matriculated in their programs. Those people who have been trained as teachers in other countries or who want to move into the teaching profession, who would otherwise be qualified for MDOE teacher certification, are not able to fulfill their student teaching requirement, an experience that would make them more qualified and competitive as they apply for jobs
- Many people who are currently working as Ed Tech 3s in schools are interested in moving into teaching positions. One hurdle to them advancing into these positions is that they cannot afford to quit their Ed Tech jobs to do student teaching. MDOE and school districts should develop clearly defined district

wide strategies for Ed Techs to fulfill their student teaching requirements without having to quit their Ed Tech positions and/or give up their salary and benefits to do student teaching.

B. Teller Training 2020/2021

PAE held the second iteration of the New Mainers' Teller Training in January of 2021. This class was fully online, taught by four different teachers. As with the first cohort, the students studied 5 mornings a week for 12 weeks and completed course work in Today's Teller (an American Banking Association designed curriculum), Customer Service, Computer Skills and Business Writing, Basic Math and Cash Handling, Personal Finance and Job Search Strategies.

PAE 2020/21 Teller Training Students for one of the few times they were together for this remote class

The central Today's Teller course was co-taught by representatives from 13 financial institutions and ProsperityME who have partnered with PAE on designing and offering this program. Over the course of 12 weeks, over 20 different individuals presented to the students from area banks and credit unions. Students also received training on how to recognize financial abuse of elders from the Maine Bureau of Financial Institutions.

In order to continue to improve program design and delivery, program staff developed evaluation tools to elicit feedback from Teller Training alumni and employer partners. Graduates of the first two cohorts and employers were sent an anonymous survey asking for feedback and recommendations. Additionally, employers who hired graduates were interviewed. Below are excerpts from the report.

Comments from Teller Training Employer Survey

- "I love this program, as someone who started as a teller I feel the education y'all provide coupled with the growth and knowledge earned on the job creates fantastic and driven employees"
- "This program is a great starting point for the tellers and continued focus on customer service and professionalism in the work place is a huge benefit from the employer perspective because we can then teach the banking pieces specific to that institution to round it all out."
- "The credit and debit side of banking seems to be a struggle for people. I am not sure if it is because they are so use to the accounting side that the credits and debits in banking do not make sense to them."

Recommendations/Comments from Teller Training Student Alumni

- "More computer skills (typing, number pad, home row). Cash in and cash out/debit and credit (banking debit and credit vs. accounting debit and credit)j. Focus on ID, expiration date. Business account signers - if not on the account, they can't cash checks. 'Pay to the order of' (conditional?). All employees are always learning."
- "The Teller Training program is informative, and all the information is value. Focus on practical experiences. It is really helpful to create a bank environment and give the students idea about how the Teller day is going."

- “I was about to give up, but you guys accompanied me until I was hired. So thank you for your commitment to the program.”
- “My suggestion is to incorporate the QuickBooks course into Teller's training to introduce and familiarize students with the use of software (although every bank or credit union has preferred software). Before the end of the training, we should plan, with the partner establishments, one or two weeks of internship in the banks or credit unions which will be sanctioned by a small internship report. An exchange of experience after the internship would also be enriching. This would already constitute an entry for the trainee into the practical life of the profession.”
- "Thanks to the teachers and NMRC staff for helping me get this job. I like it and I'm very happy."

C. English Language Learner (ELL) Child Development Training

In February of 2021, Portland Adult Education, in partnership with The Opportunity Alliance and The United Way of Greater Portland launched an English Language Learner Child Development Training. The Child Development Associate (CDA) Credential is recognized nationally as the quality standard for training of professional early childhood teachers. CDA training helps teachers work effectively with infants, toddlers, preschoolers, and their families in either a center-based or family child care setting.

This five-month training program was co-taught by a Certified CDA Instructor from the CDA Development Center at The Opportunity Alliance and supported by an instructor from Portland Adult Education. Students received 120 hours of CDA instruction as well as support in English language, portfolio development, test-taking skills, and digital skills.

As part of the CDA certification, applicants must complete and document 480 hours of working with children before being eligible to sit for their CDA exam. As part of this program, students were matched with partnering childcare facilities for a practicum to begin these hours. Each person’s fieldwork schedule differed depending on their availability.

The ELL CDA program ran from February-June. All 12 students completed the CDA class and are in the process of completing the necessary fieldwork hours as well as finishing their portfolios with the support of their PAE teacher and specially trained tutors. **Seven of the twelve graduates found positions at local childcare centers as a result of this training.**

2. CREDENTIAL EVALUATION AND PROFESSIONAL LICENSING – RANGE OF ACTIVITIES IN 2020/2021

Licensing and credential evaluation are some of the most challenging aspects of a foreign trained professional’s entry into the US workforce. This is particularly true for those who have come to Maine as refugees or asylum seekers. This factor must be taken into consideration as it impacts the options people have available to them. People who come as a result of forced migration have not been planning for careers in the US, and consequently face a different set of issues with licensing. For this group of immigrants, there is also a need to prioritize meeting the basic needs of their families over the investment of time and money it would take to move ahead with their professional careers.

Obtaining Transcripts, Diplomas and Verification from Schools Continues to be a Major Hurdle

One major challenge people face is getting their documents from their schools either to continue their education, or as a requirement for a professional license. While many people have brought their transcripts and diplomas with them to the US, that still may not be sufficient as many evaluation companies that determine the US equivalency require a school to verify that the student attended. Some schools and licensed professions require that students provide the syllabi for the courses they took, not just their transcripts. What was already very difficult if not impossible for many people has now been made even more difficult with COVID. Living in a developed country we may not be aware of many of the challenges people face in getting their documents from schools in developing or war torn countries. Given the circumstances that many people face, schools, licensing bodies and employers all need to build as much flexibility as possible into their requirements for documentation of education and how it is provided. The following are common situations that prevent people from obtaining or verifying their education: school bombed when I left, no electricity or internet, school doesn't even have a phone, school closed, no mail service in country, family at risk if whereabouts of individual is known, costs – legitimate and not (bribes) to send documents, school officials don't speak English, family or friend have to travel across country to school to get documents – not safe and costly, government officials have documents and won't release, ISIS in control of country, etc. Below is one student's explanation of why his school will not be able to verify or produce his documents:

Student Description of his Process to Obtain Transcripts and Diplomas

> "Unfortunately, I won't be able to find the syllabus of the courses I took in the Democratic Republic of the Congo (DRC). Asking me to get all those syllabuses is beyond the bounds of possibilities. Not only because it's been many years since I took those courses and also because in DRC-Congo. As I told you I was about to be a Medical Doctor (General practitioner), I was at the end of the second cycle, I was Doctor Trainee. There is a big problem with the electricity, internet and archiving of documents in DRC-Congo, in the US we are fortunate with the organization of the entire system which is not the case for all underdeveloped countries like DRC. Those courses were the requirements for Medical school at Catholic University of Bukavu (UCB), there should not be any doubt regarding those courses, most of them were taught by the professors from Catholic University of Louvain (UC Louvain). Most of the syllabuses of those courses were already printed and handed out like that to the students. If I had to keep all those syllabuses of all courses I took in Med-school, it would take an entire room and travel with them from Africa to here, that would not be possible.
>
> Concerning the transcripts, High School Diploma and Biomedical Sciences Diploma (which Diploma I got for the 3 first years of Med-school in Congo) all were examined not only by the US Embassy before granting us the visas. But, also all those documents were submitted to Portland Adult education (PAE), translated and examined and submitted to Global Credential Evaluators, Inc by PAE office. Asking me to get them or ask the University to send them to you is very difficult because not only for the reason I mentioned above, also difficult in communication, there is not a functional post office in DRC-Congo and for those reason I had to pay someone who could negotiate, follow up or go back and forth to University requesting them and if possible to get them the same or another person has to help me travel in Rwanda or any neighbor countries to mail them. But now with Covid-Restrictions that possibility would be an almost impossible mission."

A. Professional Licensure – NMRC Professional Licensing Guides

With support from the Betterment Fund and Maine Health Access Foundation (MeHAF), NMRC has produced and/or updated Maine professional licensing guides for the following professions:

- NMRC Electricians Licensing Guide - new

- NMRC Maine Nursing Licensing Guide - updated
- NMRC Pharmacist Licensing Guide - new
- NMRC Physical Therapy Licensing Guide - new
- NMRC Physician Licensure Guide – updated

- Additional Maine professional guides include:
  - NMRC Accounting Licensure Guide
  - NMRC Engineering Licensure Guide
  - NMRC Lawyer Licensure Guide
  - NMRC Teaching Certification Guide

The purpose of these guides is to help foreign trained professionals with degrees, experience or licensure in these professions from their home countries to understand the requirements they must meet to obtain the similar licensure in Maine. The licensure process for most professions can be quite complicated and expensive and generally includes the following components:

- Evaluations of transcripts, diplomas and in some cases course syllabi, all of which must be translated into English, which have been submitted directly by a person's school
- A high level of English competency necessary to pass English competency tests such as TOEFL, or to be able to pass the licensing tests for their professions
- Profession specific test or tests – generally timed, which are more challenging for people who do not have English as their first language, which generally require extensive amounts of time and costs for test prep materials, and those taking the test can generally benefit from some US work experience related to their profession
- Additional coursework to make up for any deficiencies or review of subject matter areas
- Proof of work experience in home country and/or the need to obtain additional experience in the US
- Financial resources to cover the costs of the different steps in the process
- Time to study and or gain work experience related to their profession

B. Changes in Maine Licensing Laws

During the past several years, Maine has been moving in the direction of looking at what changes need to be made in Maine statutes and rules that could remove barriers and facilitate licensing for those professionals who have received their degrees and experience in other countries.

On March 3, 2020, Commissioner of Professional and Financial Regulation, Anne Head submitted to the Maine Legislature's Joint Standing Committee on Innovation, Development, Economic Advancement and Business a report that was the result of Resolve 2019, Directing the Commissioner of Professional and Financial Regulation To Create a Working Group To Study Barriers to Credentialing. PAE and NMRC staff participated in this working group. This report contained a number of recommendations that provided the basis for LD 149 – An Act to Facilitate Licensure for Credentialed Individuals from Other Jurisdictions which was passed by the Legislature and approved by the Governor on June 11, 2021, Chapter 167 Public Law. The Office of Professional and Occupational Regulation staff will be undertaking rulemaking regarding the provisions of this legislation.

Several of the major provisions of this legislation that impact those educated in or with experience in another jurisdiction, which is now defined to include foreign nations or foreign administrative divisions include:

- On a case-by-case basis waiver of documentation requirements for licensure
- Waiver of examination or licensing fees

- Exercise of discretionary authority to grant provisional licenses. The provisional license is "issued for a defined period of time and with the requirement that the licensee meet certain established conditions in order to maintain the provisional license or to gain full licensure." (Sec. 9. 10 MRSA §8003, sub-§5-A, ¶D, (7))

Gov. Mills signing of LD 149 *- Public Law Chapter 167. From left: Joan Cohen, Department of Professional and Financial Regulation; Rep. Kristen Cloutier, Bill Sponsor; Gov. Mills; Beth Stickney, Maine Business Immigration Coalition; Sally Sutton, NMRC/PAE*

Maine Legislation Related to Licensing Issues or Other Barriers to Career Advancement for Foreign Trained Professionals

- LD 1533 – Chapter 133 Public Law - An Act to Amend the Foreign Credentialing and Skills Recognition Revolving Loan Program – This bill amends the existing fund, which is administered by FAME, to keep it consistent with changes that have been made in federal regulations and ensures that any future changes in federal rules will not require future legislative changes.
- LD 1660 – Chapter 163 Public Law - An Act to Modify Dental Licensure Requirements to Consider Credentialed Individuals from Other Jurisdictions – Allows the Board of Dental Practice on a case-by-case basis to grant licensure to dental professionals who are licensed in good standing in foreign nations or administrative divisions that issue licenses to dental professionals.
- LD 1327 – Chapter 346 Chapter Law - An Act to Create the Maine Health Care Provider Loan Repayment Program – A FAME administered loan program available to individuals who are preparing for a health care profession which now specifically acknowledges foreign trained health professionals pursuing a health career in Maine.
- LD 1684 – Chapter 68 Resolves – Resolve, To Strengthen Maine's Workforce by Expanding English Language Acquisition and Workforce Training Programs – Establishes an Industry Specific English Language Acquisition and Workforce Training Grant Fund within Maine Department of Education to provide English language acquisition training, work with employers to develop employee training and working with partners to prepare immigrants for employment utilizing a case management approach.
- LD 1329 - An Act To Establish the Career Advancement and Navigation Initiative in the Department of Education to Lower Barriers to Career Advancement. (This legislation was incorporated in LD 1733 – Chapter 483 Public Law – Part LL)- This initiative, focused on 4 adult education regional hubs, establishes a Career Advancement and Navigation Initiative, to work with employers to identify specific industry workforce needs, create partnerships, and provide guidance and assistance assessment, career planning and case management services, etc., with a focus on foreign educated workers who may need English language instruction and assistance in accessing appropriate education and training programs to prepare people for employment.

3. INTERNSHIPS

Internships are an important way for people to enter a job market. Besides gaining experience and a way to prove yourself to an employer, internships provide opportunities to expand your network, build a resume, obtain professional references. New Mainers who are starting their lives all over and who have left all their professional networks and connections behind would benefit significantly from the experience they would gain in an internship. This is particularly true if they are applying for higher-level professional positions. Unfortunately, while many employers offer internship programs, they are primarily designed for college students and not available to new Mainers. If Maine employers are serious about diversifying their workforces, opening up internships to new Mainers, and developing other ways to acquaint new Mainers with US workplaces, such as offering job shadows and informational interviews, are concrete steps that could be taken to bring new Mainers in at professional levels that will allow them to use their skills. Additionally, in a job market with employers challenged to fill many positions, offering internships are also a way to get someone in and trained for a position that may be difficult to fill or that requires someone to have some specific skills. For those new Mainers who are not yet eligible to work, nonprofit and public employers could offer unpaid internships.

Following are examples of employers that have partnered with NMRC/PAE to develop internships. Lessons from these experiences are that flexibility is a key component in making sure both the needs of the employer and the intern are met, and that planning, structure and support are important in making the experience successful.

Hannaford Retail Leadership Internship

In December 2020 Hannaford reached out to PAE with an interest in partnering around workforce development and especially as part of their diversity equity and inclusion efforts to have more diversity in their leadership and management positions. PAE and NMRC brought to the table talented, professional students seeking career advancement opportunities. After discussions spanning several months, working together reviewing a range of ideas, an internship model was determined to be the best option for both students and Hannaford.

Launched as the **Hannaford Retail Leadership Internship,** a program was developed as a partnership between Hannaford and Portland Adult Education that provided a unique opportunity for foreign-born students with professional backgrounds to gain experience working in retail leadership, learning what it takes to run a multimillion-dollar grocery store in the U.S. The internship included both classroom and in-store training components and each intern was provided someone who served as a mentor. Interns worked in various departments throughout the store to gain an understanding of and opportunity to execute basic policies and procedures while also shadowing store leadership to learn the business. Additionally, students spent 3 hours each week in the classroom at Portland Adult Education to reinforce the content and share their experiences with each other. This 12-week paid internship was a comprehensive program that allowed students to experience what the Hannaford retail world was like as they explored potential career opportunities. At the end of the program interns had the opportunity to interview for and move directly into a range of permanent positions at Hannaford such as Assistant Produce Manager Trainee, Produce Lead, Assistant Center Store Manager Trainee, Assistant Department Manager Trainee and Department Manager Trainee.

*** December 2021 – 3 interns participated in the program, all of whom have been offered full time permanent positions with Hannaford. This initial program served as a pilot project and will provide great information for how to make it better in the future. One major factor that will greatly inform future programs

is the feedback provided by the interns themselves, on what employers and training programs can do to successfully recruit, train, hire and retain new Mainers.

Allagash Brewing Company Internship

Allagash Brewing Company first began working with Portland Adult Education in 2019 and 2020, when Allagash started visiting PAE classrooms to talk about career opportunities at the company, and in 2020, had a group of PAE students visit the brewery for a tour and Q & A session. In April 2021 Allagash participated in mock job interviews with students in the intensive ELL Job Readiness Class. After that they reached out to the instructors of the class to discuss the possibility of partnering with Portland Adult Education to offer a full time paid 16 week internship at their warehouse. PAE staff worked with Allagash on the job description for the internship, and referral of potential candidates, many of whom were from the ELL Job Readiness Class, to be interviewed for the position. One candidate was hired as an intern and started working in June 2021. At the end of the internship, in Sept 2021, he was accepted into a full-time year-round position.

From the Intern

> **"**I am very happy and thankful for what I learned from the Job Class. I'd like to share my story with you regarding what I learned from Job class. I am a very happy guy today. I am Warehouse Associate 1 and Forklift Operator. I use all the professional skills that I learned, I can manage my pay, understand my Pay Stubs and more. Portland Adult Education is a place where I found every help regarding job search, connecting me with Allagash Brewery Company and the interview at Allagash Brewing Company was successful because of what the teacher taught me during my interview. I would like to say Job class is the manpower booster for all those who take it seriously. Best Regards. Antonio" [Langaba]

From the Employer – Allagash Brewing Company

> "We are very excited to share with you that Langaba has accepted a full-time, year-round position as a Warehouse Operations Associate! Langaba has done an excellent job learning the core functions of the role and has met the goal that his supervisor set for him at the beginning of the internship (to be able to ship a tractor trailer truck). Langaba's first day working his new schedule will begin tomorrow. In addition, he has earned a merit increase and now has access to all the benefits that Allagash offers….
>
> Thank you so much for your support through this process. This feels like a big win!"
>
> Meg Sweet, HR Coordinator Allagash Brewing Company

*** In late 2021 NMRC set up partnerships with Avesta Housing and the City of South Portland. These partnerships involved setting up unpaid internships for asylum seeking new Mainers who were not yet eligible to work, but who had time to be trained for positions that they would be qualified to apply for when they are eligible to work.

4. FUNDING COLLOBORATIVES AND INITIATIVES

Finding financial support for expenses related to credential evaluations and licensing continues to be a challenge for most people. NMRC/PAE tries to build support into grants and contracts to cover these costs for the students who they are advising, such as with the TIF funding to cover the Education Academy or MDOE Healthcare Grant, but there are limited resources available to help with these types of expenses generally.

In 2020/21, NMRC provided financial support to 36 people from 7 funders for a total of $16,220. Due to COVID, the number of people served, and amount spent is roughly half the previous year. Funders include: Betterment Fund, Maine Health Access Foundation (MeHAF), Scholarships for Maine Immigrants (SMI), Careers in Motion (CIM), City of Portland Tax Increment Financing, Maine Department of Education Healthcare Grant, Friends of Portland Adult Education (FPAE). The types of expenses covered included: translations of transcripts and diplomas, evaluation of degrees for US equivalency, tuition costs, certification or licensing related expenses, TOEFL tests, transportation, computer, test prep books and materials. For some people or professions, these expenses can range from several hundred to thousands of dollars.

One funder that NMRC has partnered with for a number of years is **Scholarships for Maine Immigrants (SMI)**. Their mission is to support immigrants and refugees to achieve their educational and career goals. The flexibility and ease of access to their support as a result of this partnership has been critical to NMRC being able to assist many people and should be considered a model for other initiatives. Following is an excerpt from the SMI 2021 Fall/Winter newsletter:

> "Seeking higher education or employment in Maine can be difficult and complicated if you don't have documentation to prove what you accomplished in your home country before you arrived. What's even more formidable? The licensing/accreditation process is different for each profession. This is why NMRC provides advising and has also produced a series of licensing guides to help people through the process. To add to the challenge, this process can be very expensive, with the costs amounting to hundreds of dollars to cover the costs of exams, testing and document translation to name a few…..
>
> PAE/NMRC has been a good referral source for SMI, and we have worked cooperatively to support students with scholarships for many years. What SMI values in NMRC's work: NMRC facilitates whatever service the individual needs. They can be an advocate with a school or an employer or can strategize with the individual on how to overcome whatever the barriers might be. Each person who comes to them is provided with a pathway that will address their barriers. For all of these reasons, since 2019, SMI has been proud to have a more formal funding partnership with NMRC. Here are a few examples of what NMRC does to overcome workforce barriers for New Mainers:
>
> - NMRC might give advice about the credential evaluation process or provide assistance understanding and pursuing the professional licensing process or provide translation of needed documents to demonstrate academic and employment credentials from the home country.
> - Requesting documents from a person's home country in the language of that country rather than English to encourage a faster response.
> - Providing support to a single mother asylum seeker from Rwanda with an evaluation of her Rwandan MBA degree to demonstrate her qualifications to participate in a leadership internship program at a Maine business.
> - Paying for TOEFL test expenses and providing a tutor for an asylum seeker from an African country who has been offered scholarships to attend the Roux Institute graduate program in cybersecurity…."

5. HEALTHCARE INITIATIVES - MULTI-PRONGED APPROACH

The healthcare sector has consistently been a major focus of PAE's and NMRC's programming. PAE's workforce programming has included the medical office certificate and numerous CNA and related courses offered throughout the year. Since NMRC's founding, it has had coursework and advising for new Mainer health professionals and its affiliation with the nationally recognized Welcome Back Initiative has helped inform and strengthen that focus. Looking across the spectrum of offerings, pathways exist for new Mainers, regardless of their English level or previous training or experience in the health care sector. This is true whether someone is a doctor trained in another country or a person with no healthcare background taking English classes so that they can be trained as a CNA. Experience over the years has shown that with work, it is possible for most people to get into entry level healthcare positions like CNA, Phlebotomist, Medical Assistant, translator, or Patient Services Representative. However, for those that come to the US as doctors and nurses, particularly if they have come as a refugee or asylum seeker, returning to their profession or one that allows them to work to the full potential of their training is almost impossible.

One of the most significant impacts of COVID is the stress it has put on the healthcare system and the individuals working in that system. Prior to COVID the healthcare sector was already experiencing significant workforce shortages. Now, as a result of COVID, healthcare workers are needed at all levels. There are also many people who are interested in working in healthcare ranging from those with no experience to those who were highly trained physicians or nurses or pharmacists in their own country. To address these wide ranging needs and interests, PAE/NMRC has taken a multi-pronged approach to meeting the workforce needs of the healthcare sector.

A. Certification And Licensure Issues of Foreign Trained Health Professionals

As a way to better understand how to address the challenges of foreign trained health professionals, one of the major initiatives undertaken by NMRC in 2019-2020 was a research project to identify strategies to reduce the barriers that foreign trained health professionals face in accessing training, licensing, and obtaining employment in the healthcare field at the fullest scope of their experience and training as possible and to increase the diversity and cultural competence of the health workforce by reducing these barriers. This research was funded with a grant from the Maine Health Access Foundation (MeHAF). Phase 1 of the project allowed for the completion of a report with a series of findings and related recommendations and initial distribution of the report and presentation of the findings and recommendations to interested stakeholders.

The findings and recommendations from this work can be seen in the report: *Foreign Trained Health Professional Licensing Pilot Project*

In 2020/21, with continued support from MeHAF, NMRC moved into Phase 2 of the project. Phase 2 builds on the earlier work and moves the initiative to the next stage, with more specific activities planned such as continued input from the immigrant community, continued dialogue with involved stakeholders to assist them in the implementation of the recommendations that apply to them, and to assist NMRC/PAE design and develop the resources they require to better meet the needs of foreign trained health professionals (FTHP). This work also helped to inform the types of services or offerings funded through other grants or contracts, such as the Bridge to Advancement in Healthcare initiative discussed below. The following chart lists the grant objectives of Phase 2 and the deliverable items actions.

NMRC/PAE Phase 2 MeHAF Foreign Trained Health Professional Pilot Project

Phase 2 - Grant Objective	Phase 2 - Deliverables
1. Interested stakeholders are informed of the general findings and recommendations of the report as well as those recommendations that are specific to them and potential next steps for implementation of the recommendations	1. NMRC held over 25 presentations, meetings etc., and progress with stakeholders regarding implementing recommendations and informed stakeholders of next steps and follow-up to meetings
2. Get input from immigrant community and new Mainer foreign trained health professionals to inform and guide direction of the work of this project	2a. In Her Presence conducted a Focus Group with foreign trained health professionals and provided a report with recommendations which NMRC is continuing to follow through on 2b. NMRC Health Professional Network has been established to share information and provide connections. 2c. Through its advising and individual case management, NMRC staff gets ongoing feedback and input from the individuals that they serve
3. Academic, licensing and workforce related resources are more readily available to new Mainer foreign trained health professionals	3a. As a way to support its ongoing advising, NMRC is developing an Academic Workforce Resource Center for Foreign Trained Professionals which will have advising guides for teachers, career advisement staff, tutors and students 3b. NMRC is enhancing its website to provide a platform for this information 3c. NMRC has expanded its staffing to include a Program Associate focused on health professionals 3d. As funding is available through grants and contracts, NMRC provides financial support to help cover costs associated with licensing, etc.
4. More opportunities become available for foreign trained nurses, doctors and new Mainers to enter the nursing profession	4a. NMRC has established relationships with directors of nursing programs for SMCC, USM, and UMA and also with admissions staff in order to help facilitate more advance standing, transcript assistance and overall support from the institutions for this group 4b. PAE is offering TEAS prep class fall 21 and winter 22 (entrance test exam) for SMCC pre-nursing students and will be able to offer NCLEX (nursing license exam) prep course through Welcome Back Network in 2022 4c. The NMRC Academic Workforce Resource Center will have resources targeting this group 4d. TOEFL prep offered by PAE fall 21 and winter 22 through secured grant. Ongoing TOEFL tutor assistance for students also provided as needed
5. Explore and develop options for mid-level health professional positions, or other alternatives to licensing as a physician, for International Medical Graduates (IMGs)	5a. Identified employers interested in participating in this issue/look for ways to employ FTHP with larger scope of practice 5b. Highlight issue in presentations and meetings with stakeholders 5c. Monitor national and state trends in this area 5d. Explore opportunities for organizing a forum with stakeholders and policymakers about the best option for Maine and next steps including: the use of expanded delegation, creating new position for IMGs and strategies from other states. ***11/21 – Discussions with Hanley Leadership Forum re possibility of organizing a forum

<u>B. Employer Partnerships</u>

Northern Light Mercy

In recognition of the many advantages of fostering a culturally diverse workplace, Mercy has partnered with PAE to provide opportunities for career advancement to its employees who are English-language learners and

to identify opportunities for integration of foreign-trained health professionals within its workforce. Under this partnership, PAE is assisting Mercy with developing individualized career advancement plans for the Mercy ELLs and facilitating the integration of skilled, foreign-trained health professionals into Mercy's workforce. English language Assessment, Language Acquisition designed specifically for Mercy employees will be offered onsite, career plan development for Mercy employees participating in this program and ongoing assessment of educational and training needs, establishment of a Medical Assistant Apprenticeship program; and referrals of Foreign Trained Health Professionals into Mercy Workforce and reviewing and assessing policies and procedures.

Healthcare Office and Patient Service Certificate (HOPS) Training Program
With input from, **MaineHealth**, PAE updated and expanded its medical office certificate program to better align with the specific skills needed in the medical office field. This PAE certificate program is endorsed by MaineHealth. It is a 13 week program to prepare students for a range of entry level positions in a healthcare office setting including courses in core office skills, medical field and digital literacy. It is designed for MaineHealth incumbent workers who may want to move up into other positions and also others who are interested in this career path. Students who successfully complete all required classes and standards will be granted an interview for a patient service or medical office position within MaineHealth.

C. Expanded Training Initiatives

Bridge to Advancement in Healthcare – Portland Adult Education and Cumberland County Adult Education and Career Development Region 8 HUB
The Bridges to Advancement in Healthcare (B2A) project, funded with a grant from the Maine Department of Education, put forth by Portland Adult Education (PAE) in partnership with the Cumberland County Adult Education and Career Development Hub (Hub), addresses the healthcare workforce shortage in Maine by providing innovative training opportunities combined with foundational supports to remove barriers for adults who seek to enter or advance in the healthcare field along with the guidance and support to achieve their fullest career potential. Further, B2A is designed to increase cultural competence within the healthcare field by increasing the number of professionals of color within the industry.

The program targets foreign trained healthcare professionals and individuals seeking to enter or advance within the healthcare field who face language, educational, financial, or other obstacles by providing the innovative training models that blend technical and foundational supports along with the guidance and advising necessary to help any individual who has previously been a healthcare professional, or who wants to enter or advance in the healthcare field, to reach their fullest potential.

This grant provides funding for PAE to address some previously identified needs. PAEs offerings through this grant include:

- Bridge to Medical Assisting – to prepare students for a medical assisting program
- Patient Services Representative training – prepares students for medical office related positions which are difficult positions to fill identified by PAE's employer partners, MaineHealth and NorthernLight Mercy
- TEAS test Prep Course – This test is required for students going into nursing and other healthcare programs at the community colleges
- TOEFL and other Licensing test prep – Helps support those individuals who are planning for graduate or other programs or who need TOEFL or other tests for licensing requirements
- Foreign Trained Health Professional advising – expands available staffing at NMRC to advise individuals with foreign health degrees, further development of NMRC Academic Workforce Resources for health professionals, and financial support for some of the expenses related to certifications and licensing.

IV. CONCLUSIONS AND RECOMMENDATIONS FOR 2021/2022 AND BEYOND

- Digital Literacy - The move to remote learning has highlighted the digital barriers new Mainers face and the need to ensure that there is access to digital devices and internet and that digital literacy and teaching technology skills, need to be a high priority and incorporated into every program.

- Sector Strategies - Sector specific programs such as Education Academy, Teller Training, Child Development (CDA) and other programs, which include employer partners, continue to be successful at offering training and supports that lead people right into jobs and are models that should be repeated and are applicable to other sectors.

- Documents – Transcripts and Diplomas - Some progress made with professional licensing with new legislation passed, but big challenges remain, with colleges as well as licensing bodies – much more still to be done. Document requirements for transcripts and diplomas, which were already a challenge for many have been made worse by COVID. Maine's immigrants and refugees who have come from underdeveloped or war torn countries do not have the same access to these documents through their schools. Alternatives need to be developed.

- Resources - Costs related to licensing or credential evaluations can be prohibitive. More funds that are easily accessible need to be made available to help cover these costs which can run into hundreds and thousands of dollars.

- Healthcare Sector – This workforce has been hardest hit by COVID which has also shined a spotlight on the disparities that exist within our health care system. PAE's multi-pronged approach, which strives to provide assistance to anyone seeking a healthcare career, regardless of their English level or previous professional healthcare experience, seeks to find career pathways for everyone. Much more still needs to be done to help those new Mainers who come as doctors, nurses, pharmacists and other health professionals work to their fullest potential.

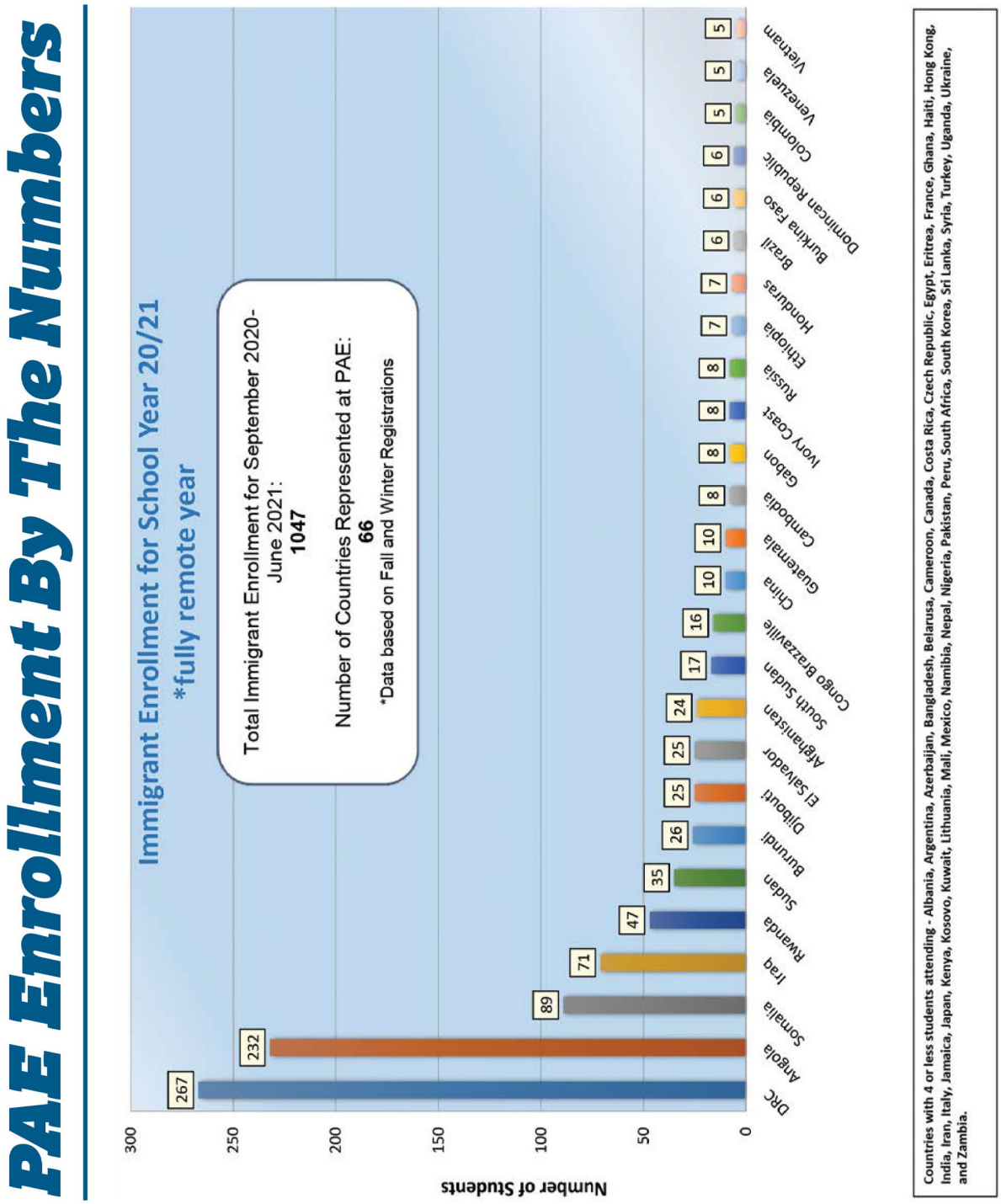
- Internships - Internships are an important way for people to enter a job market, both paid and unpaid. They provide a great opportunity for new Mainers to be trained and prepared for jobs and also provide employers a tool for recruitment. In a job market with employers challenged to fill many positions, offering internships are also a way to get someone in and trained for a position that may be difficult to fill or that requires someone to have some specific skills. For those new Mainers who are not yet eligible to work, nonprofit and public employers could offer unpaid internships.

- Communication - Communication with students has been more of a challenge under COVID. New strategies are needed for connecting to students, especially previous students who may still need assistance to move forward with their careers or who could benefit from PAE training opportunities, and those who are remote.

- Employer Partnerships and Communication - Given that much of PAE programming will remain remote as will the recruitment functions of employers, NMRC has to approach its communication and partnerships with employers differently. As employers are trying to re-build their workforces and recognize their need for a diversified and inclusive employment setting, NMRC needs to continue to develop, systematize and strengthen its communication with employers and improve ways to connect them to PAE students and potential job candidates.

VI. APPENDICES

Appendix A. PAE Immigrant Enrollment Chart



Portland Adult Education

Appendix B. Fall 2021 Workforce Training Programs

Fall 2021 Workforce Training Programs

Complete this form for more information and to apply

Sector/Industry	Class/Program (flyer linked)	Description	Start	End	Days	Time	Online or In-Person	English Level (CASAS score)	Info Sessions (with link)	Contact	Other requirements
Accounting/Finance	Bookkeeping Certificate	Combination of 13 classes to develop skills needed in today's bookkeeping world.	9/13/21	Self-paced	M-F	Day and evening classes	Mostly Online; some In-Person options	230R	Virtual Information Session: August 24 at 10:30 am	Geneva Meserve	Complete an online application
Administration	Office Skills Certificate	Combination of 13 classes to develop skills needed for an Office Assistant or Secretarial position.	9/13/21	Self-paced	M-F	Day and evening classes	Mostly Online; some In-Person options	230R	Virtual Information Session: August 24 at 10:30 am	Geneva Meserve	Complete an online application
Business	Job Skills Course Descriptions	Individual classes to improve business skills: Microsoft Office, Accounting, Workplace Communication, Medical classes and more.	9/13/21	10/25/21	M-F	Day and evening classes	Mostly Online; some In-Person options	LA 100 or 230R	N/A	Geneva Meserve	Classes available to ESOL 5 students with teacher recommendation
			10/26/21	12/17/21	M-F	Day and evening classes					
Computers/IT	ELL Basic Computer Class	6 week class to develop basic computer skills for remote learning and work.	9/14/21	10/21/21	T/TH	12:00 pm - 2:00 pm	Online	ESOL 3+	Promotional Video	Geneva Meserve	
			10/27/21	12/13/21	M/W	12:00 pm - 2:00 pm	Online				
Education	Education Academy	Education Academy Program Information Combination of courses, practicum and advising designed for foreign trained educators or others who are looking to work in public schools in Maine.	10/27/21	12/15/21	M/W	6:00 pm- 8:00 pm	Online	225R or LA 100	Virtual Information Session: September 8th at 3:30 pm	Bridget Kahn	Background or interest in teaching; need approval to be accepted into courses; Complete an online application.
Healthcare	Bridge to Healthcare Careers	10 week program for students with interest in healthcare careers who need additional assistance building reading comprehension, test taking skills, digital literacy and work readiness.	9/28/21	12/17/21	M-F	8:30 am - 12:00 pm	Hybrid	CASAS 220-230	Virtual Information Session: August 23 at 8:30 am	Geneva Meserve	Bridge to Healthcare Careers online application
Healthcare	Certified Nursing Assistant (CNA) - Maine Medical Center Training Program	In person CNA class with one of Maine's largest employers.	9/7/21 and 11/1/21	10/21/21 and 12/16/21	M-TH	7:00 am - 2:30 pm	In-Person	247R	N/A	cnaprogram@mmc.org or 662-2483.	
Healthcare	Certified Nursing Assistant (CNA) - City of Portland - Barron Center	In person CNA class	10/25/21		M/W/F	8:00 am - 4:00 pm	In-Person	240R	N/A	Geneva Meserve	Applications due October 15
Healthcare	Certified Nursing Assistant (CNA) - First Atlantic Healthcare	CNA class offered online. Must become employed with First Atlantic in order to take class.	9/27/21	12/6/21	Self paced	Self paced	Online	240R	N/A	Geneva Meserve and Jobs at FAH	Applications due 9/10/21. Must become employed with First Atlantic Healthcare to enter class.

Healthcare	ELL Certified Nursing Assistant (CNA) Program	Certification course to become a CNA for English Language Learners. Course includes Medical Terminology class, English and academic support.	NEW START January 2020		M-F	8:30 am - 12:30 pm	In-Person	225R with medical ground or 230R without	Virtual Information Session: August 23 at 8:30 am	Geneva Meserve	
Healthcare	Healthcare Office and Patient Service Certificate	Endorsed by MaineHealth, this certificate includes 10 classes to develop skills for an entry level position within a healthcare office or Patient Service Representative role.	9/13/21	12/17/21	M-F	8:30 am - 3:30 pm	Mostly Online; some in-Person options	230R	Virtual Information Session: August 23 at 8:30 am	Geneva Meserve	Please complete online application
Healthcare	TOEFL and Licensing Exams Support for Foreign Trained Health Professionals	Includes technical medical English; provides customized support to foreign-trained healthcare professionals for licensure in Maine or post-graduate healthcare programs.	9/27/21	12/13/21	M/W	4:00 pm - 6:00 pm	Online	245R	N/A	Sally Sutton	Please complete online application
Healthcare	Medical Assistant (MA) Prep Course	The goal of the course is to prepare students to meet requirements to enroll in a Medical Assisting program in future semester(s).	10/4/21	12/16/21	M/T/W/TH	1:00 pm - 4:00 pm	In-Person	230R	Virtual Information Session: August 23 at 8:30 am	Geneva Meserve	Please complete the online application
Healthcare	Nursing and Radiography (TEAS) Prep for Reading and Grammar	Focuses on the reading and grammar component of the Assessment Testing Institute® (ATI) TEAS® exam, a requirement for health professional programs.	10/26/21	12/14/21	T/TH	6:00 pm - 8:00 pm	Online	245R	N/A	Sally Sutton	Please complete the online application
Leadership	Hannaford Retail Leadership Internship Program	A partnership between Hannaford and Portland Adult Education, the internship provides an opportunity for foreign born professionals to gain experience in retail leadership.	10/4/21	12/23/21	40 hrs/week to include one classroom day	Variable	In-Person	230R	Virtual Information Sessions: August 23 at 10:00 am and September 8th at 1:00 pm	Bridget Kann	Customer Service and Management experience preferred; night and weekend availability required. Please complete this application prior to September 20th.
Transportation	Commercial Driver's License (CDL) Prep Course	This online course prepares students for the Knowledge portion of the CDL license (permit exam).	9/28/21	12/17/21	T, TH, F	9:00 am -11:00 am	Online	225R	Virtual Information Session: August 23 at 11:30 am	Bridget Kann	Work authorization and current Class C license required. Please complete this application.
Work Readiness	ELL Job Readiness Class Flyer	This course is designed for ELL students preparing for their first job or advancement in the US.	10/25/21	12/15/21	M-TH	9:00 am - 2:00 pm	Hybrid (M/W online and T/Th in-person)	ESOL Level 3 and 4	TBD	Jean Pierre Akayezu	Preference given to those who have applied for or have work authorization.
Work Readiness	New Mainers Resource Center Skilled Professional Program	Designed to help new Mainers enter the US workforce includes: career advising, assistance with credential evaluations and licensing, job search and more.	Ongoing	Ongoing	N/A	N/A	Hybrid	ESOL Level 5+	N/A	Sally Sutton	Foreign trained professionals with college degrees and/or experience from their home country

NEXT STEPS: Complete this form for more information and to apply

Appendix C. Portland Adult Education Winter 2022 Course Listing Overview

WORKFORCE	ACADEMICS	ENRICHMENT
Business • Accounting/Finance • Computers • Office Skills • Job Search/Readiness **Healthcare** • CNA programs • Medical Assistant • Healthcare Office **Education** • Education Academy • Child Development Associate **Banking** • Teller Training **Transportation** • CDL License Prep **New Mainers Resource Center** • Career Services • Credential info	**ESOL** • Levels Literacy →ESOL 5 • Pronunciation • Workforce intensive English • Citizenship **High School Diploma & College Transitions** • Academic advising • Math • Language Arts ○ Levels 100 → 300 • Social Studies • Science • HiSET Prep & Testing • Odysseyware Online Learning • College and Career Access (summer melt) • Street Academy	**Business & Personal Finance** **Fine Arts & Photography** **Fitness & Dance** **Home & Life Skills** **Languages** **Wellness**

For More Information:
PAE Course Catalog

www.portlandadulted.org 14 Locust St. Portland, Maine 04101 207 874-8155 www.nmrcmaine.org