

**EDUCATE
MAINE**



EDUCATION INDICATORS FOR MAINE | 2013

ACKNOWLEDGEMENTS

Educate Maine wishes to thank the many individuals who contributed to *Education Indicators for Maine*. The genesis of the *Indicators* comes from our predecessor organization, the Maine Coalition for Excellence in Education's Prepare Maine initiative. Special thanks to Yellow Light Breen and Bob Kautz for their leadership on that initiative.

We also want to thank those individuals who were instrumental in putting this report together: Educate Maine board members Duke Albanese, Ron Bancroft, Tim Hussey, and Meredith Jones; Lisa Plimpton from the Mitchell Institute; Maria Millard, former Educate Maine communications consultant; the editors at Walch Education; the design team at Brown & Company; and the Educate Maine staff. This report is underwritten by the Davis Family Foundation, the John T. Gorman Foundation and the Nellie Mae Education Foundation. We are greatly appreciative of each foundation's longtime support of our work.

Finally, we are grateful to the former boards of directors of our predecessor organizations—the Maine Coalition for Excellence in Education and the Maine Compact for Higher Education. These two groups had complimentary missions of improving education and the economy in Maine by ensuring that all citizens had equal access to quality educational opportunities. We are proud to carry on this work.

WELCOME

Welcome to our inaugural *Education Indicators for Maine* report. We developed this report to help better understand Maine's education pipeline from early childhood through post secondary. This report focuses on ten indicators we believe best measure Maine's educational performance.

Each piece of Maine's education pipeline is connected to and impacted by other parts of the pipeline. In most cases, early indicators foreshadow later success or lack thereof and every indicator impacts our overarching goal that by 2023, 50% of Maine people will have a high-quality college degree, certificate or industry credential. This is not an arbitrary goal. By attaining or surpassing 50%, Maine will reach parity with other New England states in the education levels of its workforce—a feat not previously achieved and key to our state's future economic prosperity.

Maine's future depends on how well we prepare our citizens for the 21st century. Participation in high-quality early childhood programs, demonstrated proficiency in 1st-12th grades, preparedness for success in college and career, and matriculation from post-secondary programs are all crucial to moving Maine forward.

We urge you to join us in our efforts by adopting and following these ten indicators for measuring Maine's future education progress and success. Together we can prepare Maine for a more prosperous future. Together we can Educate Maine.

Sincerely,



TANNA CLEWS
EXECUTIVE DIRECTOR



MICHAEL E. DUBYAK
CHAIRMAN OF THE BOARD
CEO AND CHAIRMAN, WEX INC.

Visit www.educatemaine.org to download a copy of this report and to learn more about these ten indicators.



MAINE'S EDUCATION PIPELINE

A SNAPSHOT OF EDUCATION IN MAINE

PRESCHOOL ENROLLMENT (3 and 4-year-olds)



43%

MAINE



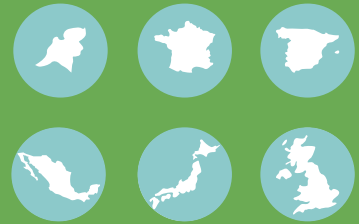
46%

UNITED STATES



56%

NEW ENGLAND



95+%

NETHERLANDS, FRANCE, SPAIN,
MEXICO, JAPAN & THE UNITED KINGDOM



PRE-K ENROLLMENT (4 year olds)

MAINE LAGS BEHIND THE U.S. AND NEW ENGLAND IN PRE-SCHOOL PARTICIPATION
HOWEVER MAINE UTILIZES PUBLIC PRE-K PROGRAMS AT A FAR HIGHER RATE (32%)
THAN THE U.S. (28%) AND NEW ENGLAND AVERAGES (15%).

EARLY CHILDHOOD >>>>

ELEMENTARY SCHOOL >>>>

MIDDLE SCHOOL >>>>

4TH GRADE PROFICIENCY (NAEP SCORES)



READING

32%

MAINE



41%

NEW ENGLAND



MATH

45%

MAINE



51%

NEW ENGLAND

4x

A 3rd grade student who doesn't read at grade level (as reflected in 4th grade test scores) is four times less likely to graduate from high school than her proficient peers.

8TH GRADE PROFICIENCY (NAEP SCORES)



READING

39%

MAINE



41%

NEW ENGLAND



MATH

39%

MAINE



42%

NEW ENGLAND

2YRS

By the end of 8th grade, U.S. students are two years behind in math compared to their peers in other countries.

Maine's future prosperity depends on how well we prepare our people for the 21st-century. Participation in high-quality early childhood programs, raising proficiency in 1st - 12th grade, graduating high school seniors who are prepared for college and career, and increasing the number of Mainers with post-secondary degrees and credentials are all crucial elements to moving Maine forward. Together we can Educate Maine.

HIGH SCHOOL GRADUATION



85 Of 100 Maine students entering 9th grade, 85 will graduate from high school.

HIGH SCHOOL PROFICIENCY

48% Only 48% of Maine 11th graders are proficient in reading & math.

COLLEGE ENROLLMENT



54 54 of those graduating seniors will enroll in a 2 or 4-year college.

COLLEGE GRADUATION



32 : 32 will graduate from
: a 2 or 4-year college.

COLLEGE COST

Although Maine's public university system has the lowest tuition in New England, Maine residents pay more per capita income than the rest of New England.



\$12,537

The net cost of a Maine 4-year public university is 34% of per capita income.

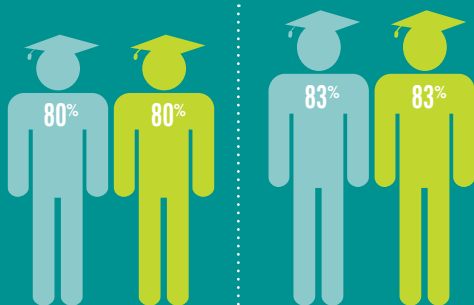


\$12,969

The net cost of a New England 4-year public university is 29% of per capita income.

HIGH SCHOOL

GRADUATION RATES

ME
2009

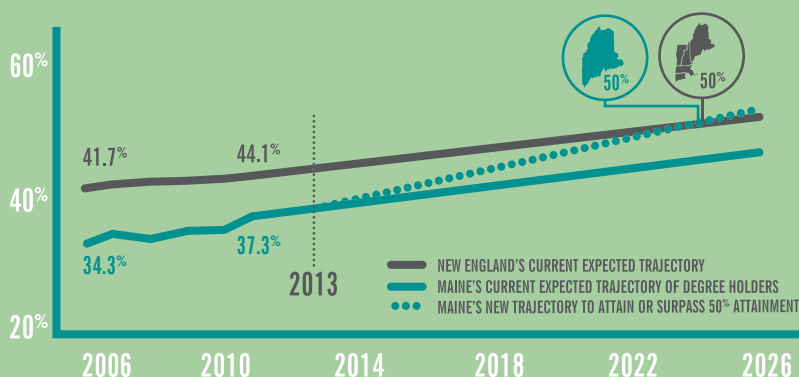
Maine's graduation rate in 2012: 85%
(New England's 2012 graduation rate not yet available)

ME
2011

2012: 85%
not yet available

POST-SECONDARY

MAINERS WITH COLLEGE DEGREES >> 50% BY 2023



50%

BY 2023 our goal is for Maine to attain or surpass the New England average of 50% of its people possessing a college degree, certificate or industry credential.



EARLY CHILDHOOD

High-quality early childhood education lays the foundation for Maine students' future academic success, and is a strong predictor of the future prosperity of our state. Longitudinal studies show that children who attend quality preschool programs are less likely to require special education, become a teen parent, and commit crimes; they are also more likely to graduate from high school and go to college. High-quality early childhood education is a wise investment for our communities and our state. For every dollar invested in early learning, there is a return of at least seven and a half dollars.^[1]

Maine lags behind our New England neighbors in preschool participation, yet we have higher participation in public pre-kindergarten than all the New England States but Vermont.^[2] Recognizing that Mainers place high value on public pre-K, but are unlikely or unable to enroll their children in preschool, suggests that as a state, we could maximize children's development at a lower cost by investing in quality early childhood programs that are integrated with the elementary school system. Such a system would promote cognitive, physical, social and emotional development in our young children, thereby increasing each child's readiness for and eventual success in kindergarten and beyond.^[3]

\$500 for Baby

Nine-month-old Sophia of Farmingdale smiles as she receives \$500 for higher education from the Harold Alford College Challenge™.
Kevin Bennett | BDN



PRESCHOOL PARTICIPATION

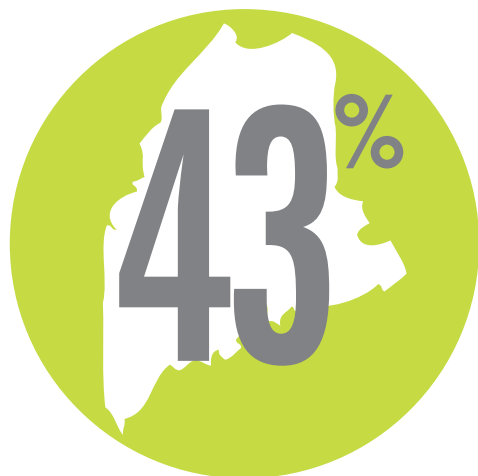
Entering kindergarten without fundamental skills, such as being able to count to ten or recognize the letters of the alphabet, is like trying to build a house on a weak foundation. Every level thereafter becomes more precarious. Studies continue to show that participation in high-quality early childhood programs is a major factor in a child's future success. Yet too many of our state's three and four-year-olds do not have access to these critically important programs.^[4] Maine's total preschool enrollment, including both public and private programs, is far lower than the U.S. and New England averages^[5] and overwhelmingly lower than other industrialized nations.^[6]

If Maine is going to compete on the regional, national and global stage, we must give more Maine children the foundation they need to become successful students, citizens, and future workers.

PRESCHOOL ENROLLMENT

3 & 4-YEAR-OLDS, PUBLIC AND PRIVATE

DOMESTIC



Maine



46%
United States



56%
New England

INTERNATIONAL



Netherlands



France



Spain



Mexico



United Kingdom



Japan

95%+

At least 95% of 4-year-olds in France, the Netherlands, Spain, Mexico, Japan, and the United Kingdom are enrolled in early childhood education programs.^[7]

Less than half of Maine's 3 & 4-year-olds are enrolled in preschool—public or private.



I AM
CONVINCED
THAT EARLY
CHILDHOOD
DEVELOPMENT



WILL HAVE
THE GREATEST
POSITIVE IMPACT
ON THE QUALITY
OF OUR
WORKFORCE
AND THE
QUALITY OF
LIFE IN MAINE.

MIKE DUBYAK,
CEO AND CHAIRMAN,
WEX INC.
SOUTH PORTLAND, ME



PUBLIC PRE-KINDERGARTEN

“Today’s kindergarten is yesterday’s first grade,” according to the Pew Charitable Trusts. A child entering kindergarten without any formal preschool preparation is likely to be unprepared for the “academic” setting. Specifically, children need to come to kindergarten with a skill set not expected of a youngster twenty years ago: being able to recognize the letters of the alphabet, pay attention in class, and interact with peers. Public pre-kindergarten, like preschool, provides children with a foundation for future academic success. Without this foundation, children enter kindergarten behind their classmates and stay behind. In fact, children who do not recognize the letters of the alphabet have lower level reading skills at the end of first grade and 88% of those struggling readers will still lack sufficient reading skills in 4th grade.^[8]

Fortunately, Maine is on its way to addressing this problem. Nearly half of Maine’s school districts offer public pre-kindergarten and almost one-third of our four-year-olds enroll in these programs, well beyond the New England average.^[9] Considering Maine’s total preschool enrollment is just under 50%, it is clear that, when offered the opportunity, Maine families send their children to public pre-K. We must be expedient in expanding access to these programs for all Maine’s four year olds, thereby increasing our pre-K and preschool participation levels.

Every school district in Maine should offer a pre-K program with enough space for each eligible student.

MAINE RANKS

36TH

IN THE COUNTRY
FOR STATE
SPENDING ON
PUBLIC PRE-K.^[10]

4-YEAR-OLDS ENROLLED IN PUBLIC PRE-KINDERGARTEN



SOURCE: National Institute for Early Education Research, “The State of Preschool 2012”, <http://nieer.org/yearbook> (2013)



FULL-DAY KINDERGARTEN

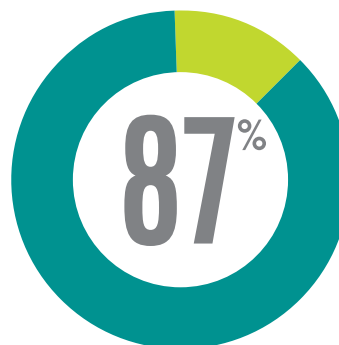
Gains made by children in quality early-learning programs diminish without full-day kindergarten. Children in full-day kindergarten classes show greater reading and mathematics achievement gains than children in half-day classes. Additionally, full-day kindergarten programs help close the achievement gap between low-income students and their peers.^[12] As Maine continues to increase efforts to offer full-day kindergarten, we anticipate seeing gains down the road: from increased proficiency rates to increased access and success in higher education. Lastly, while we continue to increase access to full-day kindergarten, Maine must also develop a statewide kindergarten screening assessment tool. This universal tool would provide teachers with critical information to better identify and address learning challenges—saving money and resources over the long term and increasing the odds that children will be successful later in school.^[13]

Full-day kindergarten should be available in every district in Maine.

FULL-DAY KINDERGARTEN IN MAINE

87% of school districts offer full-day kindergarten. Since 2006, the Maine Department of Education has not collected data on the number of schools within those districts that have full-day kindergarten. As a result, this figure could be misleading if a district has schools that do and schools that do not offer full-day kindergarten.

 DISTRICTS WITH FULL-DAY KINDERGARTEN
 DISTRICTS WITHOUT FULL-DAY KINDERGARTEN



SOURCE: Maine Department of Education, one-time survey <http://www.maine.gov/education/enroll/attending/statefallpub.htm> (2013)

WITHOUT QUALITY
EARLY-LEARNING
OPPORTUNITIES,
LOW-INCOME
CHILDREN ENTER
KINDERGARTEN

18

MONTHS BELOW
WHAT IS
CONSIDERED
NORMAL FOR
THEIR AGE
GROUP.^[11]



PROFILE

Educare of Central Maine

Educare of Central Maine is an innovative full-day, year-round program that provides children with a strong foundation for successful learning. Educare partners with the Kennebec Valley Community Action Program Early/HeadStart and the Waterville Public Schools, resulting in a seamless transition for its students into elementary school. The results are impressive: children living in poverty who enroll in Educare as one-year-olds enter kindergarten as well prepared as children from higher socio-economic groups.^[14]



1ST–12TH GRADE

In 2002, Maine was honored for leading the nation on a composite of indicators by the Congressionally-authorized National Education Goals Panel. For several years before that, Maine was a performance leader among the states on National Assessment of Educational Progress (NAEP) tests in reading, math, writing, and science.^[15] Yet in recent years, Maine's NAEP rank* has dropped from a leading state to an average state, with other states accelerating while Maine's NAEP scores have stalled.^[16] Only 32% of our 4th graders and 39% of our 8th graders are reading at proficiency. In math, where we've seen some increase, only 45% of 4th graders and 39% of 8th graders are proficient.^[17] Finally, while Maine has made great strides in our high school graduation rate (85% in 2012), only 48% of these students are graduating proficient in math and reading.^[18] These numbers reveal that significant changes are needed for Maine's education system. We must do better to prepare our students for success in college and career.

Nationally, the academic achievement gap—the difference in academic performance between low and middle-income children—has widened significantly over the last 25 years. In Maine, the gap is much smaller than the U.S. average,^[19] yet we must go further to decrease this gap in order for Maine to be competitive in the 21st century. The “graying” of our state,^[20] the decline of manufacturing jobs, and the increased demand for highly skilled workers means Maine needs all of its people to graduate from high school prepared for college, career, and citizenship. Fortunately, important reform efforts like the Common Core State Standards and Proficiency-Based Learning have the potential to give every student in Maine, from Calais to Kittery, a high-quality, rigorous education that builds upon a student's mastery of a subject and results in high-school graduates who are better prepared for success in college and career.

Making Science Fun

From Left: Joe Sheppard, 8, his brother Sam Sheppard, 10, both of Orono, Avi Gersh, 8, of Bath and Teagan Blackie, 5, of Old Town play with light and currents emanating from plasma globes during the Engineering Expo at the University of Maine in Orono on Saturday, March 1, 2008. Bridget Brown | BDN

* Every two years, NAEP takes a sampling of students across the country to provide a national benchmark and track states' progress.



COMMON CORE & PROFICIENCY-BASED LEARNING

Maine is striving to better prepare our students for success in college and career through two reform efforts: Proficiency-Based-Learning and the Common Core State Standards. In 2011, Maine joined 46 other states and the District of Columbia in adopting the Common Core State Standards (CCSS), a set of rigorous K–12 standards developed by educators, the National Governors Association, and the Council of Chief State School Officers. The CCSS are informed by the highest standards in the country and around the world.^[21] They raise the bar to help deepen students' knowledge, conceptual understanding, critical thinking and problem solving skills.^[22] In 2011 Maine's *Learning Results* were updated with the Common Core's English Language Arts and Math standards.^[23]

Proficiency-Based Learning (PBL) is a system of instruction and assessment that is based on mastery of the knowledge and skills students are expected to learn before progressing to the next level, advancing to the next grade, or receiving a diploma.^[24] The PBL model is a student-centered approach where teachers may customize lessons to a student's interests, needs and progress, resulting in higher engagement and success for that student. PBL in Maine relies on a set of state standards, the *Learning Results*, to define proficiency in a given subject area, as well as in cross-content skills, known as the *Guiding Principles*. In May 2012, the Maine legislature passed LD 1422, a law requiring proficiency-based diplomas by 2017. Governor LePage signed the law, and these new diplomas commence with the Class of 2018.^[25]

From Aroostook to York counties, districts are implementing these more rigorous standards and transitioning over to proficiency-based learning in their classrooms.



PROFICIENCY-BASED LEARNING IS THE HARDEST THING I'VE DONE, BUT IT'S ALSO THE BEST TEACHING I'VE DONE...BECAUSE OF THIS, OUR STUDENTS ARE GOING TO BE MORE PREPARED.

KRISTI FECTEAU, TEACHER
GRAY-NEW GLOUCESTER
JUNE 1, 2012 | BDN



PROFILE

Casco Bay High School

Established in 2005, Casco Bay High School is a small public school of choice for students in Portland. An Expeditionary Learning School, CBHS students experience a rigorous core curriculum in grades 9 and 10, standards-based grading and assessment, and intense fieldwork. Students at CBHS can demonstrate their knowledge, skills and expertise through a variety of ways—with a project, as a production, or in a performance. Since graduating the first class in 2009, 100% of the graduates have been accepted to college in three of the five years.



4TH GRADE ACHIEVEMENT

Fourth-grade testing provides the first quantitative snapshot of how well we are preparing our students for academic and vocational success. Since 2005, Maine's math scores have improved marginally, but reading scores have not. Our lack of progress places us sixth from the bottom in national improvement rankings and affects our "track record" rating—the combination of improvement and performance scores.^[27] This record is important because it shows our progress and informs outcomes. Not only do 4th-grade scores predict 8th-grade scores, they also affect high school and college attainment. Students who don't read proficiently by 3rd-grade (as reflected in 4th-grade test scores) are four times more likely to leave high schools without a diploma than proficient readers.^[28]

We must raise our students' reading and math proficiencies. And we must be more vigilant about making sure our students advance only when they can demonstrate mastery of skills.

A 3RD GRADE STUDENT WHO DOESN'T READ AT GRADE LEVEL (AS REFLECTED IN 4TH GRADE TEST SCORES) IS

4X

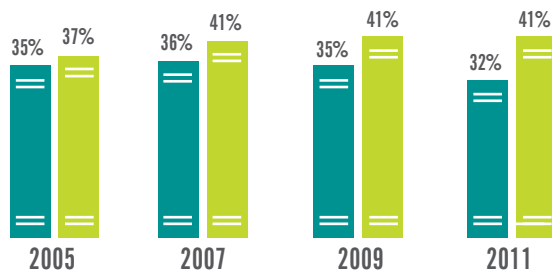
LESS LIKELY TO GRADUATE FROM HIGH SCHOOL THAN HER PROFICIENT PEERS. IF THAT CHILD LIVES IN POVERTY, SHE IS

13X

LESS LIKELY TO GRADUATE THAN HER PROFICIENT, WEALTHIER PEERS.^[26]

4TH-GRADE READING PROFICIENCY (NAEP SCORES)

32%
READING



32% of Maine students were at or above proficiency in reading in 2011.

MAINE

NEW ENGLAND*
*unweighted average

4TH-GRADE MATH PROFICIENCY (NAEP SCORES)

45%
MATH



45% of Maine students were at or above proficiency in math in 2011.

MAINE

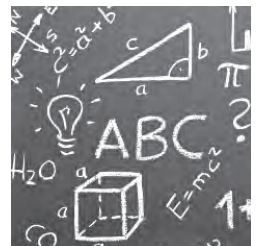
NEW ENGLAND*
*unweighted average



8TH GRADE ACHIEVEMENT

By 8th grade, Maine's proficiency scores show little improvement and still lag behind New England. In reading and math, 39% of Maine students are at or above proficiency compared to 41% and 42% of students in New England respectively.^[30] Eighth-grade achievement scores reveal the coherence between 4th-grade scores and college attendance. The data is important to track because it provides a strong indication of the future outcomes of our students—from 8th-grade scores we can predict 9th-grade course performance, which influences high school graduation and college attendance.^[31]

Students who are not reading at grade level early on will be severely disadvantaged at every level of education thereafter. The sooner they are given academic support, the easier it will be to get them back on track to proficiency and success in higher education and in their careers and lives.^[32]



BY THE END OF
8TH GRADE, U.S.
STUDENTS ARE

TWO YEARS

BEHIND IN MATH
COMPARED TO
THEIR PEERS
IN OTHER
COUNTRIES.^[29]

8TH-GRADE READING PROFICIENCY (NAEP SCORES)

39%
READING

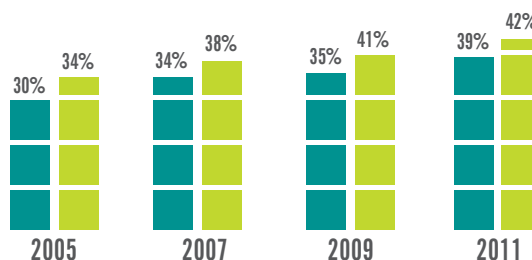


39% of Maine students were at or above proficiency in reading in 2011.

MAINE NEW ENGLAND*
*unweighted average

8TH-GRADE MATH PROFICIENCY (NAEP SCORES)

39%
MATH



39% of Maine students were at or above proficiency in math in 2011.

MAINE NEW ENGLAND*
*unweighted average



HIGH SCHOOL ACHIEVEMENT

Over the past ten years, Maine has steadily increased its high school graduation rate to 85%, making us 11th in the country in secondary school degree attainment.^[33] In addition, the percentage of Mainers obtaining their GEDs is higher than both the U.S. and New England averages.^[34] This is no small feat. Thanks to Maine's dedicated educators and a statewide network of adult education, workforce partnerships, drop-out prevention programs and school-to-work organizations like Jobs for Maine's Graduates, Maine students have multiple pathways to degree completion. Every Mainer needs a high school diploma or equivalent to earn higher wages, reduce unemployment, and gain access to higher levels of education.



WORKFORCE
SKILL LEVEL
IS THE MOST
IMPORTANT



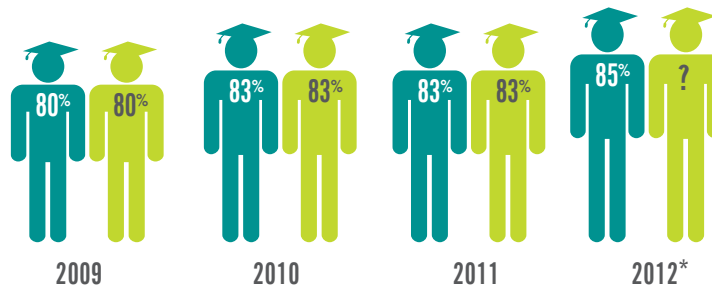
ISSUE FACING
MAINE
BUSINESSES
THAT WISH
TO GROW. IT'S
IMPERATIVE
THAT OUR
PUBLIC SCHOOLS
PREPARE
STUDENTS TO BE
COLLEGE- AND
WORK-READY,
AND THAT THEY
GRADUATE WITH
DEMONSTRATED
PROFICIENCIES.

TIM HUSSEY,
PRESIDENT AND CEO,
HUSSEY SEATING
NORTH BERWICK, ME

HIGH SCHOOL GRADUATION RATE

85%

85% of Maine students
graduated from high
school in 2012.



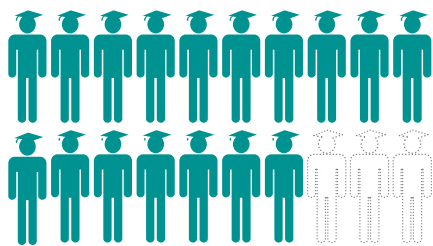
MAINE

NEW ENGLAND**

*New England 2012 percentage not available

**unweighted average; 2009 and 2010 figures exclude Massachusetts

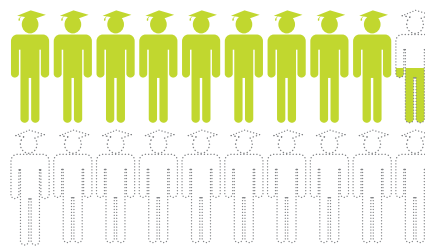
GRADUATION RATE VERSUS PROFICIENCY



85%

GRADUATION

85% of Maine students
graduated from high school
in 2012.



48%

PROFICIENCY

Only 48% of Maine 11th
graders are proficient in
reading and math in 2012.

SOURCES: Maine Department of Education Data Warehouse, <http://dw.education.maine.gov/education/MEDW> (Maine data, 2009-2012)
New England Secondary Schools Consortium, Phase III Technical Report, August 2012 (New England data, 2009-2010)

Although 85% of our students are graduating from high school, less than half of them are proficient in math and reading. As a result, students are graduating unprepared for college and career. Employers face a lack of skilled employees, even in tough economic times, and consistently spend their resources on training and retraining their workers.^[36] Moreover, unprepared students enter the community college and public university system requiring remediation before advancing to college level courses. Graduating from high school needs to be a springboard to future success whether in college or career. We must ensure that our students are equipped with the skills and knowledge to be engaged and productive citizens.

Current education reform efforts, such as Proficiency-Based Learning, may provide the solution to Maine's preparedness problem. By progressing students based on their competency of a subject, educators and parents can ensure a student's mastery and skill before she advances to the next level and/or receives a diploma. In addition, rigorous standards like the Common Core, which have been adopted and integrated into Maine's *Learning Results*, will help deepen a student's learning and equip her with the skills and knowledge required for 21st-century jobs on a global playing field.

Increasing graduation rates and student preparedness will help strengthen Maine's future prosperity and economic competitiveness.

1.38%

OF THE TARGET
POPULATION*
IN MAINE
RECEIVE THEIR

GED

COMPARED TO
1.01% IN THE U.S.
AND .94% IN
NEW ENGLAND.^[35]

*PEOPLE OVER 16
WITHOUT A HIGH SCHOOL
CREDENTIAL AND ARE NOT
ENROLLED IN SCHOOL



PROFILE

Hermon High School Bridge Year

Through the Bridge Year program, students can earn college credits while attending high school. The program is a collaboration among United Technologies Center (UTC), Eastern Maine Community College (EMCC), University of Maine, and Hermon High School. Students can obtain an associate's degree within 12 months following high school graduation with the option to transfer into a bachelor's degree program.



POST SECONDARY

By 2018, the demand for college-educated workers in Maine is projected to be seven times greater than that for high school graduates.^[37] Moreover, in the next 10 years, 90% of high-growth jobs will require education beyond high school.^[38] Yet, as the “grayest” state in the nation, our state’s demographics present a significant challenge in meeting future job demands. As more Mainers retire, they will be taking their skills and knowledge from the workforce. As a result, our state’s future economic vitality depends on filling these vacancies with a well-educated and well-trained workforce.^[39] A commitment to providing people with the knowledge, skills, and resources to obtain occupational certificates or college degrees is an important factor in our state’s economic prosperity. To do so, we must recognize and address the barriers to college attainment—specifically preparedness and cost.^[40]

Lack of adequate academic preparation is a significant problem—50% of students in the community college system and 12% of students in the University of Maine system require remedial courses; students do not get credit for such courses, yet have to pay for them. Remedial courses cost students collectively around \$2 million annually. Fewer than 25% of students who take remedial courses earn degrees or transfer from two-year to four-year institutions.^[41] Preparing our students for college means demanding mastery of skills as reflected by proficiency-based high school diplomas.

Graduation Day

University of Maine students march from the Memorial Gym Field House to Alford Arena, site of the Saturday, May 5, 2012 commencement at the University of Maine.
John Clarke Russ \ BDN



COLLEGE-GOING

Maine's college-going rate (the number of students who enter college in the fall immediately after graduation) increased from 57% in 2006 to 63% in 2012.^[43] Despite this gain, Maine suffers from the education “funnel effect,” whereby each step along the education pipeline results in a decrease in participation.^[44] This funnel effect is most prominent in first-generation, low-income, and minority students, yet the incremental gain in earnings with a college degree is much larger for these groups than among their more affluent peers.^[45] We must eliminate the barriers that keep students from enrolling in, persisting in, and graduating from college.

Our students need to be well prepared and supported and college must be affordable for everyone.^[46]

THERE ARE
BETWEEN

180,000
to
230,000

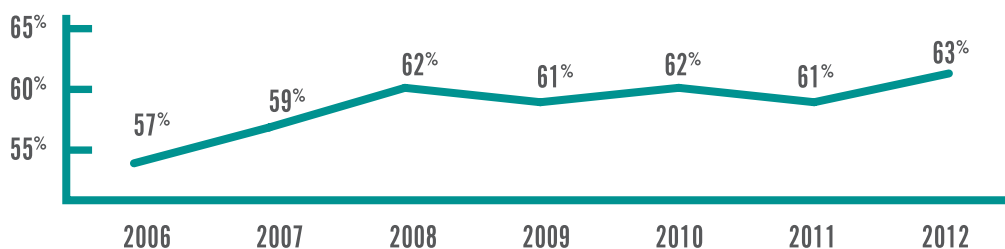
ADULTS IN
MAINE WHO
STARTED COLLEGE
BUT NEVER
EARNED
A DEGREE.^[42]

THE EDUCATION FUNNEL EFFECT



This graph exemplifies the “funnel effect” in our education pipeline, showing how participation and attainment drop at staggering rates at each level of education beyond high school. Of 100 9th graders, only 32 will earn a 2 or 4 year degree. This graphic represents actual numbers, not percentage of participation, and reflects the most current data.^[47]

COLLEGE-GOING RATES IN MAINE



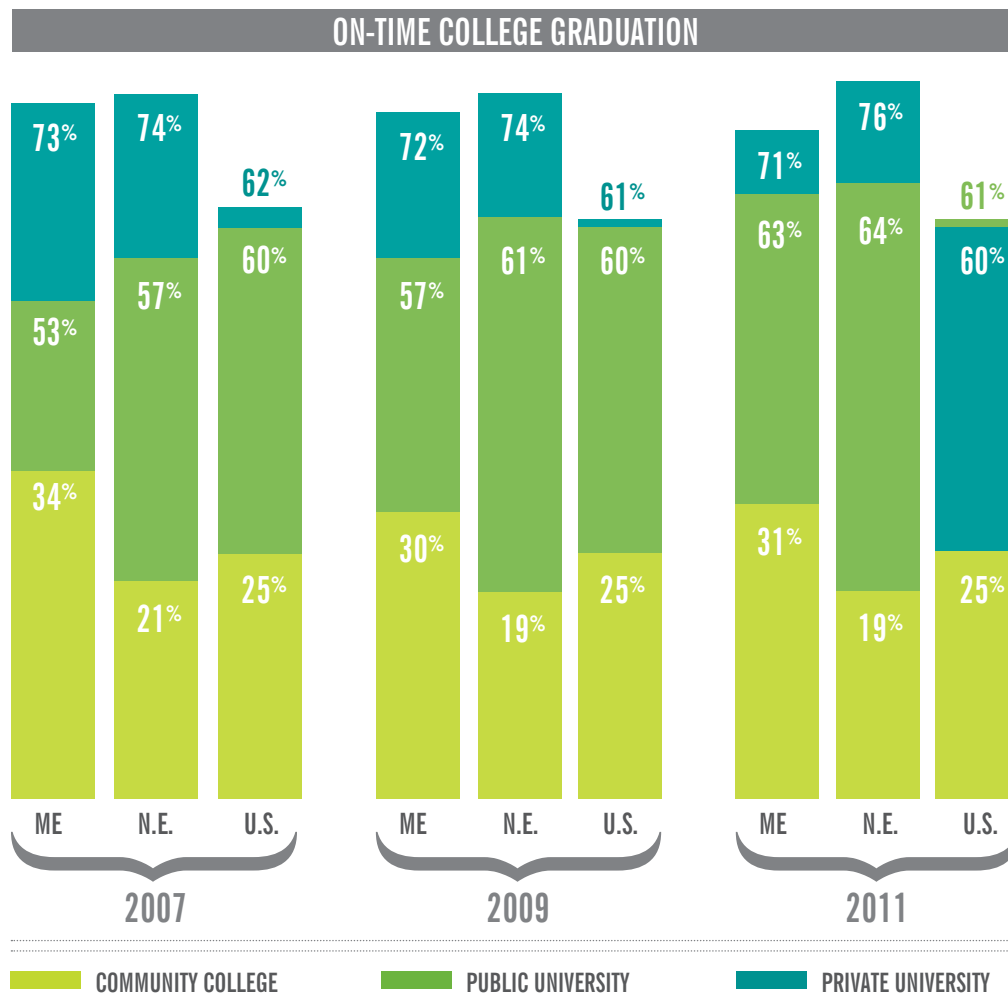
SOURCE: National Student Clearinghouse Student Tracker report for Maine, Maine DOE. June 2013



ON-TIME COLLEGE GRADUATION

Maine's on-time graduation rate (six years) from public four-year institutions is the lowest in New England and just above the U.S. average. Our community college graduation rate is dramatically higher than New England and the U.S.,^[49] yet only half that of our four-year institutions' rates. The cumulative impact can't be understated: Maine needs students graduating on time and entering the workforce because our economy depends on it. Maine workers with a bachelor's degree earn 50% more than those with only a high school diploma, and their unemployment rate is less than half.^[50] The average lifetime labor earnings of Mainers with bachelor's degrees are 94.7% higher than those without: \$2,267,384 compared to \$1,164,420.^[51]

Increasing the number of on-time college graduates is imperative in order to maintain and strengthen our economy.



THE MEAN
INCOME IN
MAINE WITH A

HIGH SCHOOL
DEGREE:

\$24,902

SOME COLLEGE:

\$29,695

BACHELORS
& ABOVE:

\$52,890 ^[48]

SOURCE: Integrated Postsecondary Education Data System (IPEDS), National Center for Education, U.S. Department of Education



COLLEGE COST & STUDENT DEBT

Maine's per capita income, an important measure of economic prosperity, is the lowest in New England.^[53] Although Maine's public university system has the lowest tuition in New England, Maine residents pay more per capita income than the rest of New England. The net cost of a Maine four-year public university is 34% of per capita income versus 29% for New England. Our students are taking out more loans than the rest of New England and the U.S.—\$7,366 compared to \$6,466 and \$5,811, respectively, for public four-year institutions.^[54]

Now, more than ever, Maine needs to find ways to decrease the net cost of college and make college more affordable for all its citizens.

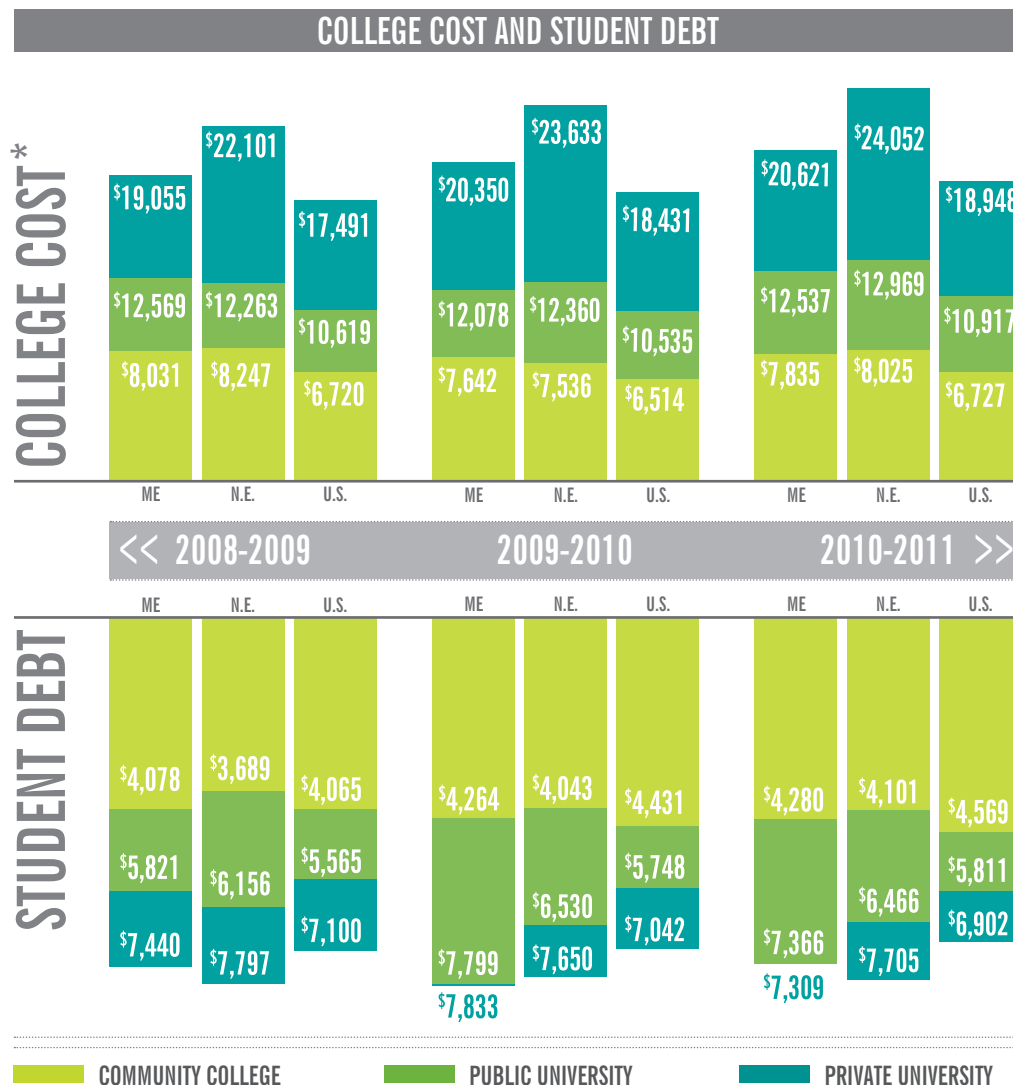
MAINE
RESIDENTS
PAY MORE
PER CAPITA
INCOME FOR
TUITION

34%

VS

29%

THAN NEW
ENGLAND.^[52]



*The net cost of college is the average yearly price actually charged to first-time, full-time undergraduate students after deducting financial aid.^[55]

SOURCE: Integrated Postsecondary Education Data System (IPEDS), National Center for Education, U.S. Department of Education



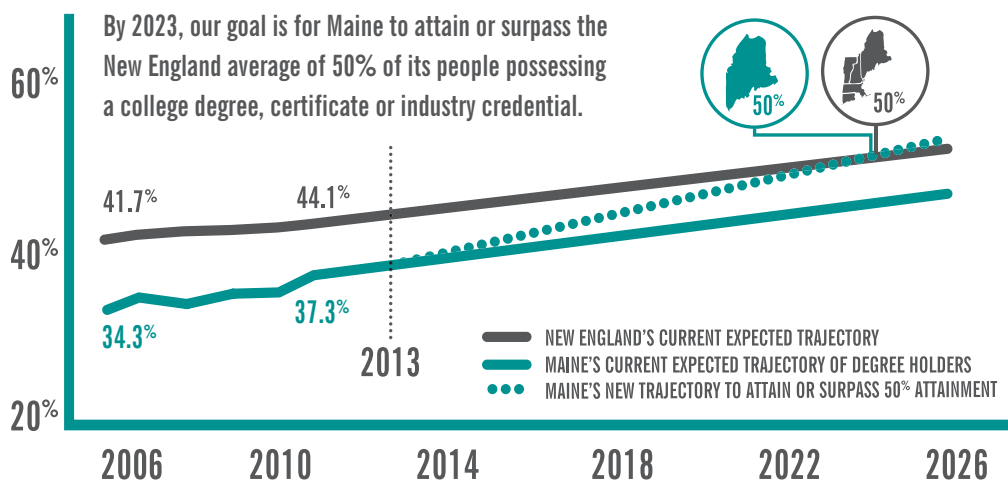
MAINERS WITH COLLEGE DEGREES

College degree attainment results in significant benefits for individuals, taxpayers, and society as a whole. In addition to increased earnings and lower unemployment, degree holders enjoy better health, longer life, reduced crime, greater tolerance and increased civic involvement.^[56] If we are successful in raising academic achievement for all Mainers we can create a positive cycle: more college-educated parents engaging in educational activities with their children, and raising better prepared students with brighter job prospects.

In the next decade, 90% of high-growth jobs will require education beyond high school.^[57] Anecdotally, Maine business leaders cite the need for a better educated workforce as a primary factor in whether they will expand their business and/or move to a neighboring state with the more educated workforce they need. Our state has the lowest proportion of degree holders in New England^[58], which is a significant factor for Maine having the lowest incomes in the region. We must do much better in providing people with knowledge, skills, and resources to obtain occupational certificates and college degrees that lead to high-paying jobs. And we must provide our businesses with the well educated workforce they need to thrive and expand.

For the future prosperity of our state and our economic wellbeing, Maine must increase the number of college degrees to match the New England average. By 2023, our goal is for Maine to attain or surpass the New England average of 50% of its people possessing a college degree, certificate, or industry credential. This is an attainable goal, but we all must work together to make it a reality.

MAINERS WITH COLLEGE DEGREES - GETTING TO 50% BY 2023



SOURCE: Census 2000 SF3; 2001-2006 American Community Survey; 2007-2011 American Community Survey 1-Year Estimates



IN ORDER
TO ASSURE A
BRIGHT FUTURE
FOR MAINE,



WE NEED AN
EDUCATED
WORKFORCE.
AND, TO
ATTRACT AND
RETAIN GOOD
BUSINESSES,
WE NEED
MORE COLLEGE
GRADUATES.

MICHELLE HOOD,
PRESIDENT AND CEO,
EASTERN MAINE
HEALTH SYSTEMS
BREWER, ME

TAKE ACTION!

WHAT YOU CAN DO:

We each have a role to play in improving Maine's education pipeline. Together we can prepare Maine's students and adult learners for success and positively impact Maine's future prosperity.

Parents

- ✓ Advocate for your child: if you believe your child needs extra help, ask for it.
- ✓ Make sure your child takes challenging courses, particularly in English, math and science.
- ✓ Get your child to school on time every day, ready to learn.
- ✓ Know the academic requirements and your child's progress in meeting them.
- ✓ Support professional development for teachers.
- ✓ Attend local school board meetings.
- ✓ Emphasize the importance of education to your child's future.

Educators

- ✓ Commit to ongoing communication with students and parents about each student's academic progress.
- ✓ Implement a variety of support systems and instructional practices that will ensure the success of students: classroom based, school based, assessment support, and essential skills support.
- ✓ Use data to inform instructional practices.
- ✓ Offer rigorous classes.
- ✓ Advocate for professional development.
- ✓ Invite business and community leaders to your classroom.

Business

- ✓ Encourage your employees to get involved in their child's education by attending parent teacher conferences, volunteering in schools, mentoring.
- ✓ Encourage your employees to continue their education.
- ✓ Offer tuition reimbursement.
- ✓ Host career exploration meetings with high school students.
- ✓ Share your hiring criteria with students, parents and educators: explain what you are looking for in terms of knowledge, skills, and attitudes.
- ✓ Support professional development for educators.

Elected Officials

- ✓ Adopt our goal of 50% post-secondary degree attainment by 2023 and work with your colleagues to positively impact the ten indicators highlighted in this report.
- ✓ Visit a school and a classroom and find out what educators in your area need most in order to improve student performance.
- ✓ Support programs, rules and/or laws that increase participation in and make more accessible high quality early childhood programs.
- ✓ Support professional development for educators.

Community

- ✓ Engender a culture of high academic expectations from your schools, district administration, faculty and students.
- ✓ Attend school board and town budget meetings.
- ✓ Become a mentor for students.
- ✓ Be informed about what is needed for students and schools to be successful in today's economy.
- ✓ Visit a classroom - talk to students and teachers.
- ✓ Support professional development for educators.

EDUCATE MAINE is a business-led education advocacy organization whose mission is to champion college and career readiness and increased education attainment. Educate Maine was formed by the merger of the Maine Coalition for Excellence in Education and the Compact for Higher Education in December 2011.

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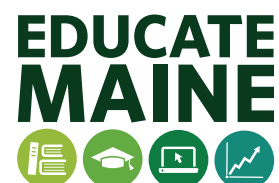
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15 MONUMENT SQUARE, #4

PORTLAND, ME 04101

207-347-8638

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