

EDUCATE  
MAINE



# EDUCATION INDICATORS FOR MAINE | 2018

## MISSION AND ACKNOWLEDGEMENTS

Educate Maine champions college and career readiness and strives to increase the educational attainment of the Maine workforce. All students should graduate high school prepared to succeed in postsecondary education and in the workplace, and the number of Maine people with a college degree, a postsecondary certificate, or a professional credential must increase to meet the demands of the economy.

We would like to thank the following individuals, organizations, and businesses who have helped guide the development of Education Indicators for Maine 2018: Educate Maine board members Duke Albanese, Paul Bolin, Cari Medd, and Laurie Lachance; Colleen Quint of the Alford Scholarship Foundation; Tony Cipollone and Sara Gagne-Holmes of the John T. Gorman Foundation; Cherie Galyean of the Maine Community Foundation; and Dr. Flynn Ross of the University of Southern Maine. Lisa Plimpton of Plimpton Research conducted the research and analysis. Jordyn Bell was the summer intern and wrote the report. Amanda Petersen of Educate Maine served as editor and project manager. Pica of Belfast, Maine was responsible for design and layout. Franklin Printing of Farmington, Maine was responsible for printing. This report is underwritten through the generous support of the John T. Gorman Foundation, the Maine Community Foundation, and the Nellie Mae Education Foundation.

# WELCOME

Educate Maine is pleased to present the Education Indicators for Maine 2018 report. This is the 6th installment of this annual report that provides data snapshots of Maine's education system from early childhood through postsecondary. The data in the report measures access, participation, and performance across the system. No one indicator tells a complete story. Taken together, they do provide the reader a view of what is working well and where we need to invest more time and resources.

Educate Maine is a proud member of MaineSpark, an initiative to get 60% of the Maine workforce to earn a credential of value by 2025. A credential of value includes everything from a skilled trade certificate to a college degree that connects a person to good job and career in Maine. Educate Maine joins over 60 other education, philanthropic, and business organizations in pursuit of this ambitious goal. The indicators within this report represent critical benchmarks along the education pipeline. Moving these indicators toward their respective goals will allow us to achieve our goal of 60% by 2025.

We hope that you find this information in advancing a constructive conversation about the future of Maine's education system and the well-being Maine's workforce and economy.

Cheers,



EDMUND CERVONE  
EXECUTIVE DIRECTOR  
EDUCATE MAINE

This report is available at [educatemaine.org/research-reports](https://educatemaine.org/research-reports)

Educate Maine is a proud member of the MaineSpark coalition | **60% by 2025**



# TEN INDICATORS

PAGE	INDICATOR	WHERE WE STARTED (2013)
8	PRESCHOOL PARTICIPATION	<p>43% of 3- &amp; 4-year-olds were enrolled in public or private preschool</p> <p>32% of 4-year-olds were enrolled in public Pre-K</p>
9	PRESCHOOL ACCESS	<p>49% of Maine school districts offered public Pre-K</p>
10	FULL-DAY KINDERGARTEN	<p>87% of Maine school districts offered full-day kindergarten</p>
12	4TH GRADE ACHIEVEMENT	<p>37% and 47% of 4th grade students were at or above proficiency in reading and math, respectively</p>
14	8TH GRADE ACHIEVEMENT	<p>38% and 40% of 8th grade students were at or above proficiency in reading and math, respectively</p>
16	HIGH SCHOOL ACHIEVEMENT	<p>* of 11th grade students were at or above proficiency in reading and math</p> <p>85% of Maine students graduated high school in 4 years</p>
19	COLLEGE-GOING & PERSISTENCE	<p>62% of Maine students enrolled in college within one year of graduating from high school</p> <p>85% of Maine first-year students returned for a second year at a college institution</p>
20	COLLEGE COMPLETION	<p>60% of Maine and 64% of New England students graduate college within 150% of normal program time (2015)*</p>
21	COLLEGE COST & DEBT	<p>The average net cost of college for Maine students was higher as a percent of per capita income than New England: 40% Maine vs 38% New England</p> <p>Maine students have a higher annual debt burden as a percent of per capita income than New England: 17% vs 14%</p>
22	MAINERS WITH POSTSECONDARY CREDENTIALS OF VALUE	<p>37% of Maine adults have a postsecondary credential of value</p>



These ten indicators follow the path of Maine children as they grow and learn. We look at participation in early childhood educational programs because those experiences lay the foundation on which all future education is based. We examine performance from first grade through high school because we understand the importance of demonstrating proficiency at one level in order to be ready to achieve at the next level. Finally, we study postsecondary outcomes because, ultimately, it is educational attainment—in all its forms—that we seek to measure and celebrate.

## WHERE WE STAND

42% of 3- & 4-year-olds are enrolled in public or private preschool

44% of 4-year-olds are enrolled in public Pre-K

75% of Maine school districts offer public Pre-K

98% of Maine school districts offer full-day kindergarten

36% and 40% of 4th grade students are at or above proficiency in reading and math, respectively

39% and 36% of 8th grade students are at or above proficiency in reading and math, respectively

59% and 35% of 11th grade students are at or above proficiency in reading and math, respectively

87% of Maine students will graduate high school in 4 years

63% of Maine students enrolled in college within one year of graduating from high school

84% of Maine first-year students returned for a second year at a college institution

56% of Maine and 63% of New England students graduate college within 150% of normal program time

The average net cost of college for Maine students is higher as a percent of per capita income than New England: 39% Maine vs 35% New England

Maine students have a higher annual debt burden as a percent of per capita income than New England: 17% vs 12%

44% of Maine adults have a postsecondary credential of value

## 2019 GOALS

50% of 3- & 4-year-olds will be enrolled in a public or private preschool

64% of 4-year-olds will be enrolled in public Pre-K

Maine will offer consistent and quality public Pre-K programming to 100% of Maine 4-year-olds

100% of Maine school districts will offer full-day kindergarten

Maine students will increase their proficiency in reading to 44% and in math to 54%

Maine students will increase their proficiency in reading to 45% and in math to 47%

70% and 55% of Maine 11th grade students will be proficient in reading and math, respectively

90% of Maine students will graduate high school in 4 years

66% of Maine students will enroll in college within one year of graduating from high school

88% of Maine first-year students will return for a second year of college

Close the college completion gap with New England

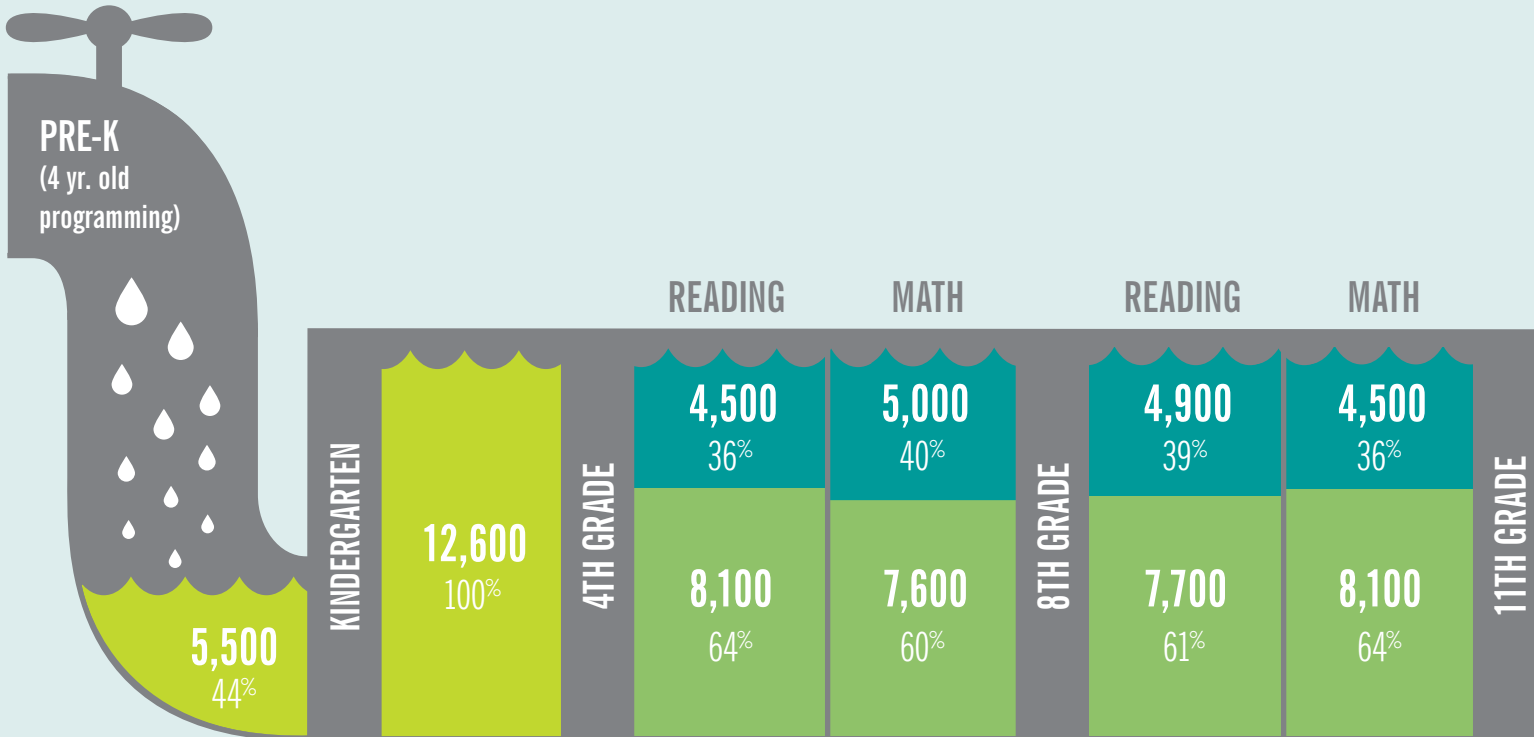
Close the cost and debt gap with New England

44% of Maine adults have a postsecondary credential of value

\*Recent changes in Maine Educational Assessment tests require the setting of a new baseline.



# MAINE'S PUBLIC EDUCATION PIPELINE

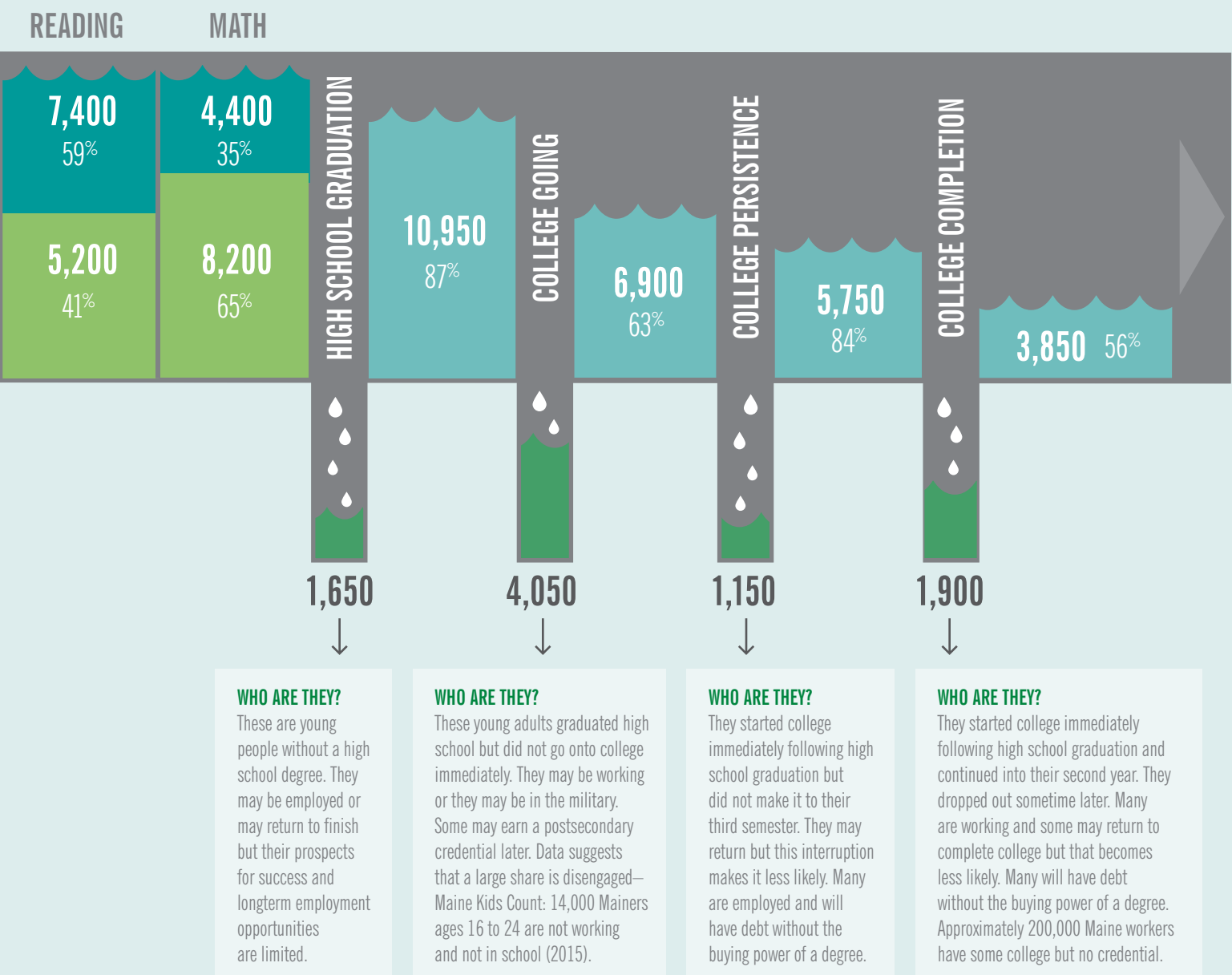


ENROLLED PROFICIENT NOT PROFICIENT MET THE MILESTONE TOOK AN ALTERNATE PATH

## APPLYING CURRENT DATA TO A HYPOTHETICAL CLASS—A POSSIBLE FUTURE

Our goal at Educate Maine is to prepare all students for college and career. Reaching this goal is essential if we are to build a workforce to fuel our economy and maintain our communities. Work towards our goal starts early. Students enter the education pipeline when they enroll in high-quality, early childhood education programs and advance, achieving proficiency in 1st – 12th grades. They graduate high school prepared for college and career and move on to postsecondary education or training. With a degree or certificate in hand, Mainers exit the pipeline ready to be a productive contributor to the economy.

The pipeline below represents the journey of a hypothetical Maine class that advances through the system using current participation, achievement, and transition rates found in this report. Unfortunately, there are leaks in the pipeline, not all children enter on time, and not all children achieve proficiency at the same rate. These “leakage points” represent areas to focus our efforts and to build a workforce to meet the needs of our economy. The data used to develop this graphic comes from the Education Indicators for Maine 2018 Report. The kindergarten attendance data is provided by the Maine Department of Education for the 2018 class.



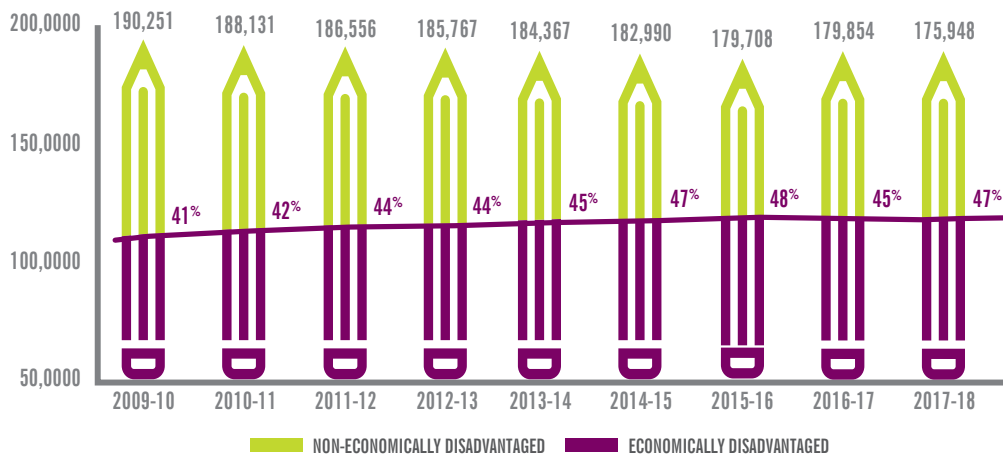


# MAINE'S ACHIEVEMENT GAP

The achievement gap refers to the difference in educational outcomes for economically disadvantaged students and their peers who are not considered economically disadvantaged. For the purposes of this report, economically disadvantaged is defined using the eligibility criteria for the National School Lunch Program, which provides free and reduced-price school meals to children living in households with incomes at or below 185% of the poverty level, which is \$46,435 for a family of four. The percent of students that qualify as economically disadvantaged has grown significantly over the last decade while public school enrollment has dropped by about 10%. In the 2017-18 school year, 47% of all Maine students enrolled in public school were economically disadvantaged.

## TOTAL PUBLIC SCHOOL ENROLLMENT VS SHARE OF ECONOMICALLY DISADVANTAGED STUDENTS

Maine public school enrollment has shrunk by 7.5% since 2009-10 while the percent of economically disadvantaged students has risen by 13%.



**NOTE:** In this report, Maine's achievement gap is presented with economically disadvantaged student data shown in maroon and non-disadvantaged student data shown in bright green.

SOURCE: Maine Department of Education Data Warehouse and Neo Dashboard

CHILDREN WHO  
ARE POOR FOR  
HALF THEIR  
CHILDHOODS  
ARE

90%

MORE LIKELY  
NOT TO  
COMPLETE  
HIGH SCHOOL,  
COMPARED TO  
CHILDREN WHO  
WERE NEVER  
POOR.<sup>[1]</sup>



# EARLY CHILDHOOD

Here's a look at what you will learn in this section.

## THE BIG PICTURE

The achievement gap starts before children enter school. In order to bridge the achievement gap, enrollment and family involvement in quality, full-day early childhood education is essential.

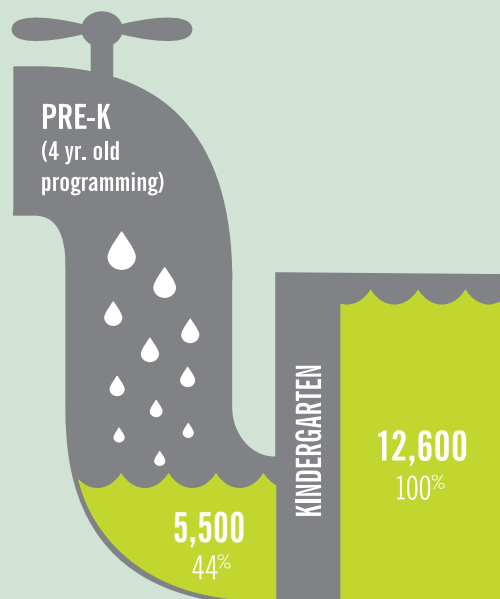
## THE NUMBERS

- 42% of Maine 3- and 4-year-olds are enrolled in school, 44% of 4-year-olds are in public Pre-K
- 75% of Maine school districts offer public Pre-K
- 98% of Maine school districts offer full-day Kindergarten

## MAIN TAKEAWAY

Access to and participation in quality, full-day early childhood education can close Maine's achievement gap from the bottom up. Greater access to public Pre-K helps close the achievement gap by ensuring economically disadvantaged students are not already behind their peers when they begin their K-12 education.

(SEE THE WHOLE PIPELINE INFOGRAPHIC ON PAGES 4-5)





# PRESCHOOL & PUBLIC PRE-K PARTICIPATION

Early childhood education provides students with a solid foundation to build on throughout their education and into adulthood. In order to close the achievement gap, early intervention through early childhood education is necessary. Increased enrollment for economically disadvantaged students, who participate in early education at much lower rates, will aid in closing the achievement gap as students proceed through the education pipeline.

Preschool refers to any educational/care programming available to 3- and 4-year-olds prior to kindergarten. Pre-K refers to public programming for 4-year-olds available the year before kindergarten.

- 42% of Maine 3- and 4-year-olds were enrolled in a public or private preschool program.
  - 36% of 3- and 4-year-olds living below 200% of the poverty line are enrolled in school.
  - 49% of 3- and 4-year-olds living at or above 200% of the poverty line are enrolled in school
- In 2017-2018, 44% of all 4-year-olds were enrolled in public, district-run Pre-K programs in Maine, an increase from the previous year (39%).

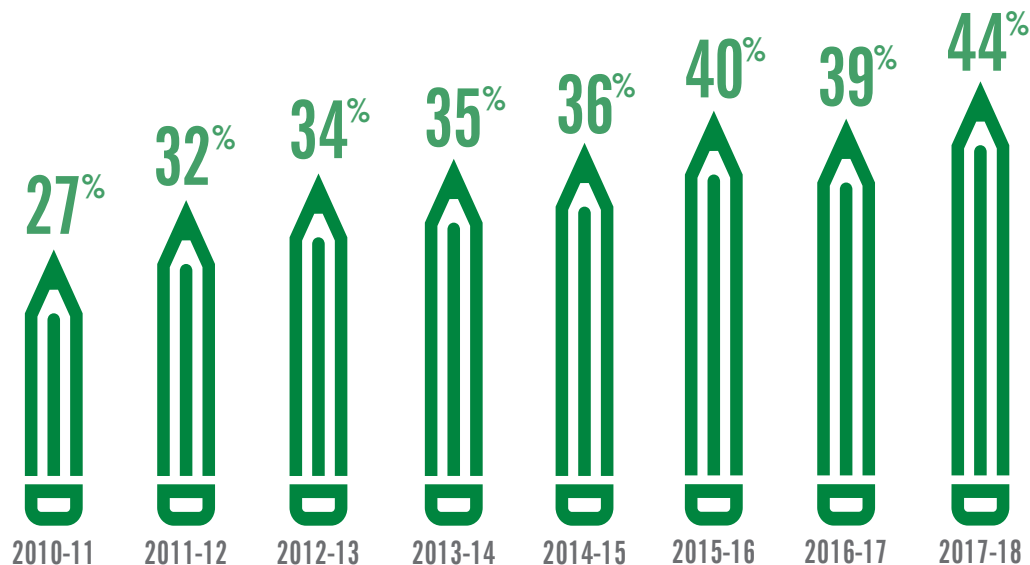
## WHERE WE ARE

42% OF 3- AND 4-YEAR-OLDS ENROLLED IN PUBLIC OR PRIVATE PRESCHOOL  
44% OF 4-YEAR-OLDS ENROLLED IN PUBLIC PRE-K

## 2019 GOALS

50% OF 3- & 4-YEAR-OLDS WILL BE ENROLLED IN A PUBLIC OR PRIVATE PRESCHOOL  
64% OF 4-YEAR-OLDS WILL BE ENROLLED IN PUBLIC PRE-K

### 4-YEAR-OLDS ENROLLED IN PUBLIC PRE-K IN MAINE



SOURCE: National Institute for Early Education Research; Maine Department of Education

CHILDREN  
FROM ALL  
SOCIOECONOMIC  
BACKGROUNDS  
REAP THE LONG-  
TERM BENEFITS  
OF QUALITY EARLY  
CHILDHOOD  
EDUCATION

## PRESCHOOL ENROLLMENT 3- AND 4-YEAR-OLDS, PUBLIC AND PRIVATE

Total Preschool Enrollment  
2014-2016 Average

42%

MAINE

57%

NEW ENGLAND



# PUBLIC PRE-K ACCESS

Ensuring voluntary public Pre-K options available in every school district will provide greater access to high quality early childhood education for Maine families. Although some families will continue to choose to enroll their children in private Pre-K settings, voluntary public Pre-K provides greater access while honoring family choice. Ensuring quality Pre-K for all students will help bridge the achievement gap at the very beginning of the education pipeline.

- 75% of Maine's school districts offer public Pre-K to students (2017-2018)
- Public Pre-K access has increased considerably since 2008-2009, when only 24% of districts offered a public Pre-K option.
- It is the goal of the State to provide adequate start-up funding to ensure that public preschool programs for children 4 years of age are offered by all school administrative units by the 2018-2019 school year (this is Public Law Chapter 581, 126th Legislature).<sup>2</sup>
- Maine public Pre-K is high quality: Maine met 9 of 10 quality standards in recent years.

SOURCE: National Center for Early Education Research, State of Preschool 2017, [http://nieer.org/wp-content/uploads/2018/04/Maine\\_YB2017.pdf](http://nieer.org/wp-content/uploads/2018/04/Maine_YB2017.pdf)

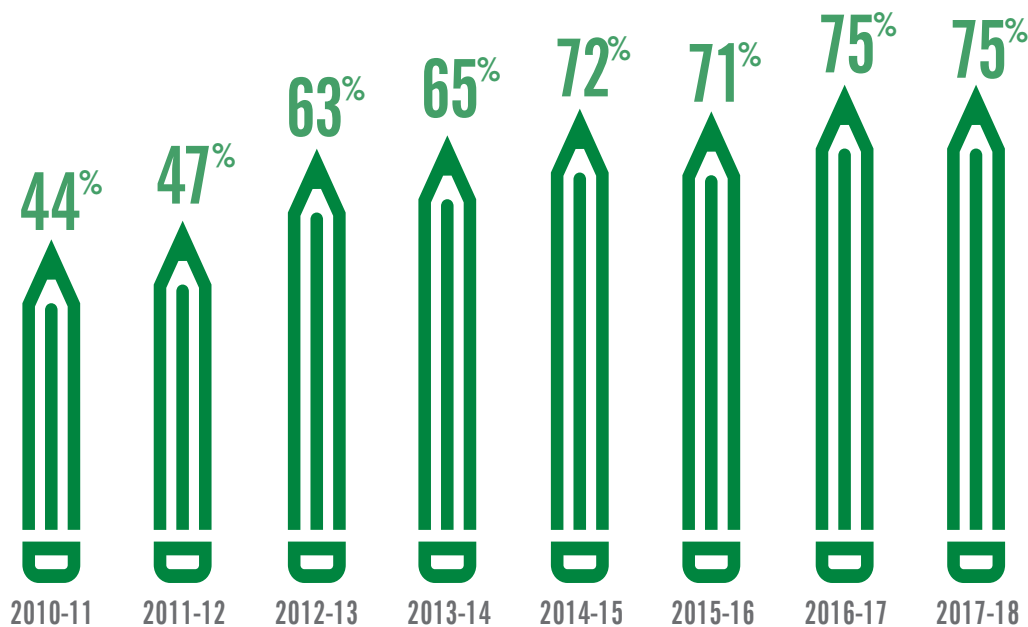
## WHERE WE ARE

75% OF DISTRICTS OFFERING PUBLIC PRE-K

## 2019 GOALS

MAINE WILL OFFER CONSISTENT AND QUALITY PUBLIC PRE-K PROGRAMMING TO 100% OF MAINE 4-YEAR-OLDS

### PROPORTION OF MAINE SCHOOL DISTRICTS OFFERING A PUBLIC PRE-K PROGRAM



SOURCE: Maine Department of Education

IF ALL MAINE STUDENTS HAD FULL-TIME EARLY EDUCATION FROM BIRTH TO KINDERGARTEN, OVER

1,000

MORE ECONOMICALLY DISADVANTAGED STUDENTS WOULD GRADUATE FROM HIGH SCHOOL.<sup>[3]</sup>



# FULL-DAY KINDERGARTEN

Providing full-day kindergarten is an essential step in closing the achievement gap. Students who attend full-day kindergarten are more equipped to master the skills needed in first grade and beyond. Offering full-day kindergarten across the state will help more students achieve academic proficiency. Together, quality Pre-K programs and full-day kindergarten work to close Maine's enduring achievement gap and prepare students to move through the education pipeline toward a future of success.

- 98% of Maine school districts now offer full-day Kindergarten, a significant increase since 2002 when only 51% of districts offered full-day Kindergarten
- All Kindergarteners are expected to master the same standards regardless of whether they attend full- or half-day sessions

## WHERE WE ARE

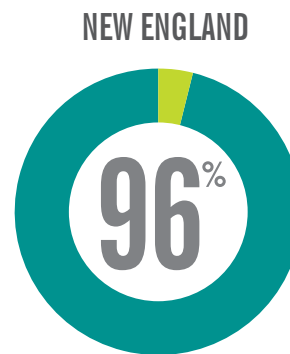
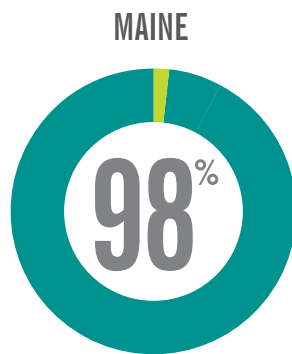
98% OF DISTRICTS OFFER FULL-DAY KINDERGARTEN

## 2019 GOALS

100% OF MAINE SCHOOL DISTRICTS WILL OFFER FULL-DAY KINDERGARTEN

### FULL-DAY KINDERGARTEN IN MAINE VS NEW ENGLAND (2017)

**98%** of Maine School districts offered full-day kindergarten in 2017. This is an increase from just 51% in 2002.



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

SOURCE: State Department of Education websites

BY THE TIME VERY ECONOMICALLY DISADVANTAGED CHILDREN ENTER KINDERGARTEN, THEY ARE

12 TO 14

MONTHS BEHIND IN LANGUAGE AND PRE-READING SKILLS, COMPARED WITH THEIR HIGHER-INCOME PEERS.<sup>[4]</sup>

# 1ST-12TH GRADE

Here's a look at what you will learn in this section.

## THE BIG PICTURE

By the time students leave high school, they should be prepared for college or a career. However, Maine's achievement gap is still significant and a large portion of students are not meeting proficiency standards at graduation. We track the proportion of students scoring proficient or higher on National Assessment of Education Progress in 4th and 8th grades and the SAT in 11th grade.

## THE NUMBERS

### 4TH GRADE

- 36% of students are proficient in reading and 40% of students are proficient in math

### 8TH GRADE

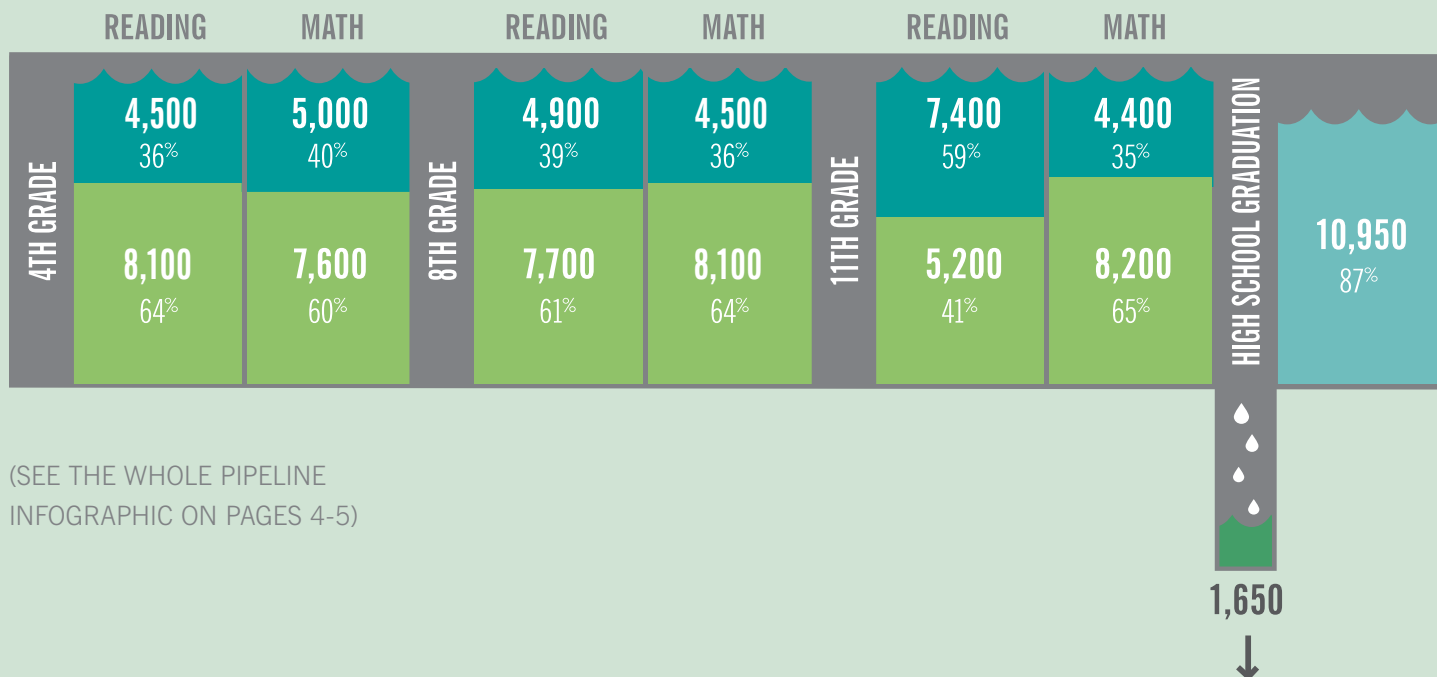
- 39% of students are proficient in reading and 36% of students are proficient in math

### HIGH SCHOOL (11TH GRADE)

- 59% proficient in reading, 35% proficient in math.
- 87% of Maine high school seniors graduated in 2017.

## MAIN TAKEAWAY

In order to better prepare our students for postsecondary education and the workforce, we need to focus on closing the achievement gap and increasing proficiency, particularly for economically disadvantaged students.



(SEE THE WHOLE PIPELINE  
INFOGRAPHIC ON PAGES 4-5)



# 4TH GRADE ACHIEVEMENT

When students reach the fourth grade, their achievements in school have been assessed at large, allowing us to measure proficiency early in the education pipeline. This measure is important as student proficiency in 4th grade is an indicator of students' ability to graduate high school and graduate on time. Students who are not reading proficiently by the 3rd grade (as indicated by 4th grade scores) are four times more likely to drop out than proficient readers.<sup>5</sup> Knowing this, we can intervene early to improve student graduation rates and proficiency at graduation.

The following data is based on NAEP results from 2017.

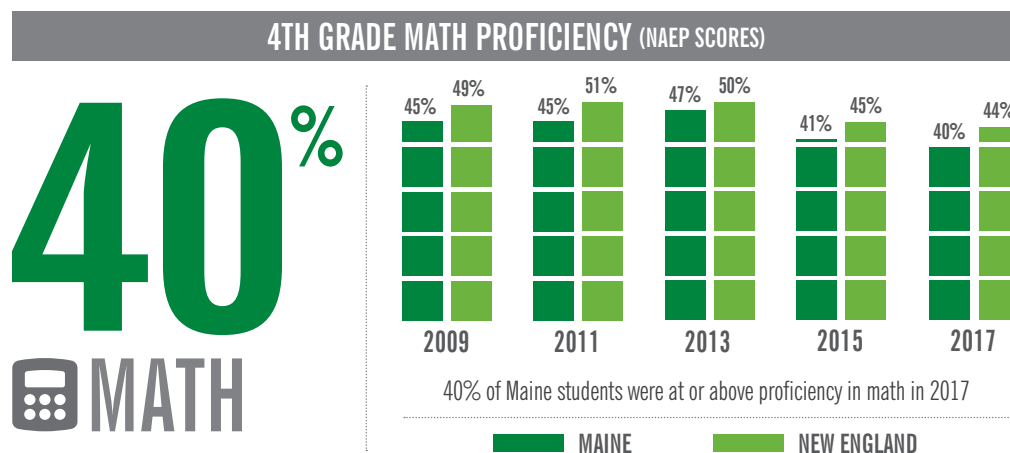
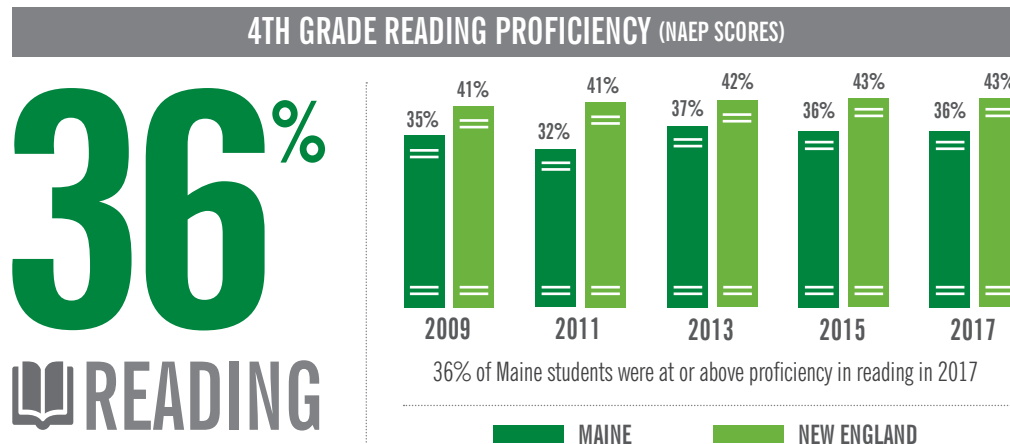
- 36% of Maine 4th graders were proficient in reading in 2017, unchanged from the previous year.
- 43% of New England 4th graders were proficient in reading in 2017.
- 40% of Maine 4th graders were proficient in math in 2017, a significant decrease from 2013 (47% proficient).
- 44% of New England 4th graders were proficient in math in 2017.

## WHERE WE ARE

36% PROFICIENT IN READING, 40% PROFICIENT IN MATH

## 2019 GOALS

44% OF MAINE 4TH GRADERS WILL BE PROFICIENT IN READING AND 54% WILL BE PROFICIENT IN MATH



WHERE WE ARE

52%  
READING

44%  
MATH

SOURCE: (eMPowerME),  
<https://lms.backpack.education/public/maine>

The indicators in this report are based on the National Assessment of Educational Progress (NAEP) data which allow us to look across several years of proficiency in fourth grade. In 2015, Maine switched to the eMPowerME test. The eMPowerME tests are designed to be better aligned with the Maine Learning Standards, so may provide a more accurate picture of where students are in relation to what is being taught in schools.





# 4TH GRADE (ACHIEVEMENT GAP)

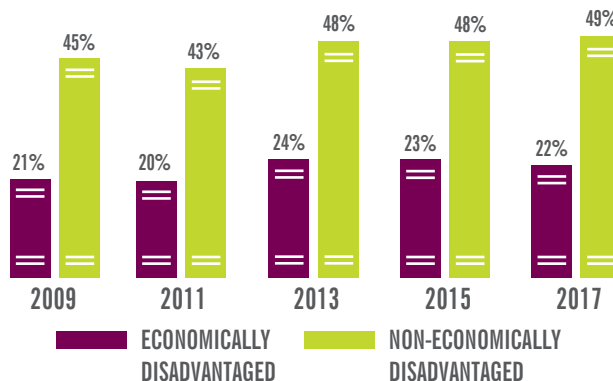
The difference in academic performance between economically disadvantaged students and their peers who are not economically disadvantaged is staggering. Half of all students who are not economically disadvantaged are proficient in math and reading while only about a quarter of their economically disadvantaged peers are proficient. The gap has widened in both math and reading proficiency since 2005. Rather than allowing the achievement gap to continue to expand, we must help economically disadvantaged students catch up to their peers by introducing early interventions in school. This will increase overall academic proficiency all the way through the education pipeline.

- 22% of economically disadvantaged 4th graders are proficient in reading; 49% of non-economically disadvantaged 4th graders are proficient in reading.
- 24% of economically disadvantaged 4th graders are proficient in math; 54% of non-economically disadvantaged 4th graders are proficient in math.

## 4TH GRADE READING ACHIEVEMENT GAP (NAEP SCORES)

**27** POINTS

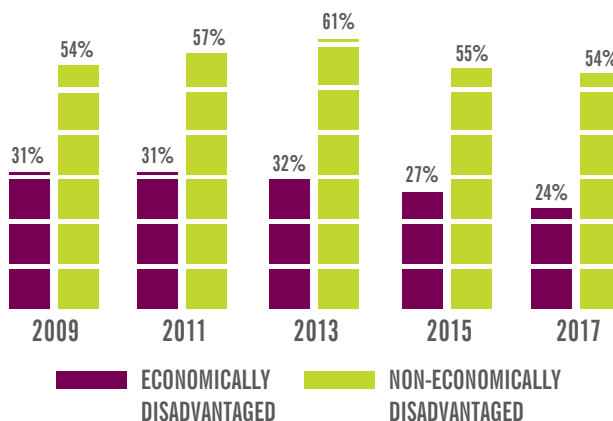
 READING ACHIEVEMENT GAP



## 4TH GRADE MATH ACHIEVEMENT GAP (NAEP SCORES)

**30** POINTS

 MATH ACHIEVEMENT GAP



SOURCE: National Assessment of Educational Progress (NAEP), <http://nces.ed.gov/nationsreportcard>

OF STUDENTS WHO FACE A DOUBLE JEOPARDY IN ELEMENTARY SCHOOL—FAILURE TO READ PROFICIENTLY AND BEING POOR FOR AT LEAST ONE YEAR—

**26%**

FAIL TO GRADUATE HIGH SCHOOL, A RATE MORE THAN

**6X**

THAT OF ALL PROFICIENT READERS.<sup>[6]</sup>



# 8TH GRADE ACHIEVEMENT

Eighth grade achievement is an important indicator of progress as students prepare to move on to high school. Performance in eighth grade often indicates performance in high school and is one of the strongest predictors of college- and work- readiness. These 8th grade indicators are based on the National Assessment of Educational Progress (NAEP), however this report will switch to eMPowerME to track proficiency in the coming years.

- 39% of Maine 8th graders were proficient in reading in 2017, a slight increase from the previous year (35%).
- 43% of New England 8th graders were proficient in reading in 2017.
- 36% of Maine 8th graders were proficient in math in 2017, nearly unchanged from 2016 (35%).
- 39% of New England 8th graders were proficient in math in 2017.

## WHERE WE ARE

39% PROFICIENT IN READING, 36% PROFICIENT IN MATH

## 2019 GOALS

45% OF MAINE 8TH GRADERS WILL BE PROFICIENT IN READING  
AND 47% WILL BE PROFICIENT IN MATH

WHERE WE ARE

52%

READING

35%

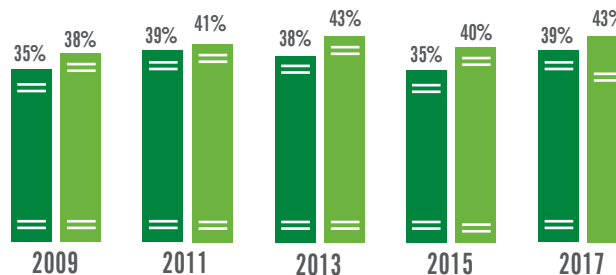
MATH

SOURCE: (eMPowerME),  
<https://lms.backpack.education/public/maine>

## 8TH GRADE READING PROFICIENCY (NAEP SCORES)

39%

READING



39% of Maine students were at or above proficiency in reading in 2017

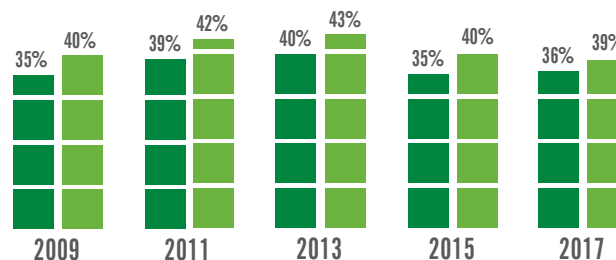
MAINE

NEW ENGLAND

## 8TH GRADE MATH PROFICIENCY (NAEP SCORES)

36%

MATH



36% of Maine students were at or above proficiency in math in 2017

MAINE

NEW ENGLAND



# 8TH GRADE (ACHIEVEMENT GAP)

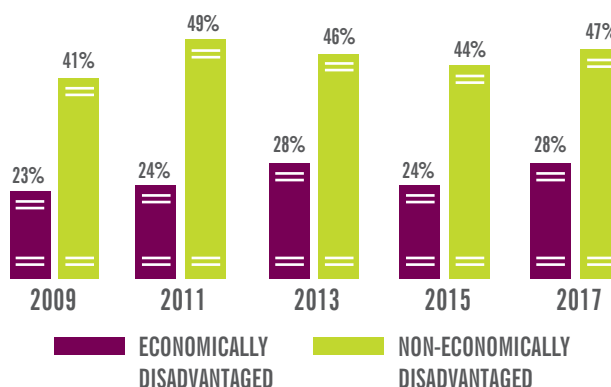
Performance in eighth grade is a strong indicator of preparation for high school and postsecondary education. While early intervention is key in closing the achievement gap, making sure economically disadvantaged students are caught up before going to high school is as important as ever. Increasing the proficiency of economically disadvantaged students in eighth grade will improve overall performance results in high school and beyond.

- 28% of economically disadvantaged 8th graders are proficient in reading; 47% of non-economically disadvantaged 8th graders are proficient in reading.
- 23% of economically disadvantaged 8th graders are proficient in math; 45% of non-economically disadvantaged 8th graders are proficient in math.

## 8TH GRADE READING ACHIEVEMENT GAP (NAEP SCORES)

**19** POINTS

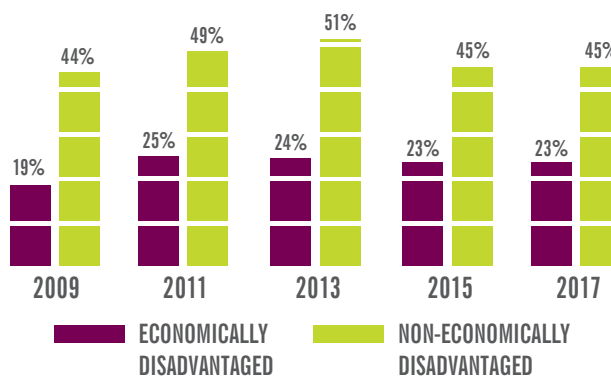
 **READING ACHIEVEMENT GAP**



## 8TH GRADE MATH ACHIEVEMENT GAP (NAEP SCORES)

**22** POINTS

 **MATH ACHIEVEMENT GAP**



SOURCE: National Assessment of Educational Progress (NAEP), <http://nces.ed.gov/nationsreportcard>

STUDENTS  
FROM  
ECONOMICALLY  
DISADVANTAGED  
BACKGROUNDS  
LEAVE 8TH  
GRADE AND  
ENTER HIGH  
SCHOOL WITH  
LITERACY SKILLS

**5 YEARS**

BEHIND THEIR  
HIGH-INCOME  
PEERS.<sup>[7]</sup>



# HIGH SCHOOL ACHIEVEMENT

Achievement in high school is measured by both the SAT, a rigorous college exam, and by graduation rates (high school completion). Maine has set rigorous goals for high school proficiency in the coming years, particularly in math, to ensure students are prepared for success in postsecondary education and the workforce. To improve graduation rates and proficiency at graduation, the achievement gap needs to be addressed.

## ACHIEVEMENT

- 59% of 11th graders in Maine scored at or above the state's expectations in reading in 2017, a slight decrease from the previous year (60%).
- 35% of 11th graders in Maine scored at or above the state's expectations in math in 2017, unchanged from the previous year.
- 87% of Maine high school seniors graduated in 2017.

## ACHIEVEMENT GAP

- 42% of economically disadvantaged 11th graders are proficient in reading;  
68% of non-economically disadvantaged 11th graders are proficient in reading.
- 20% of economically disadvantaged 11th graders are proficient in math;  
43% of non-economically disadvantaged 11th graders are proficient in math.
- 79% of economically disadvantaged students graduated high school,  
95% of non-economically disadvantaged students graduated high school.

## WHERE WE ARE

59% PROFICIENT IN READING, 35% PROFICIENT IN MATH  
87% GRADUATE HIGH SCHOOL

## 2019 GOALS

70% OF MAINE STUDENTS IN GRADE ELEVEN WILL BE PROFICIENT IN  
READING AND 55% WILL BE PROFICIENT IN MATH  
90% OF MAINE STUDENTS WILL GRADUATE FROM HIGH SCHOOL

STUDENTS  
WHO FAIL TO  
COMPLETE  
HIGH SCHOOL  
BY AGE 20 ARE

50%

MORE LIKELY TO  
HAVE SPORADIC  
EMPLOYMENT  
AND

7X

MORE  
LIKELY TO BE  
PERSISTENTLY  
POOR AS YOUNG  
ADULTS.<sup>[8]</sup>



# HIGH SCHOOL ACHIEVEMENT

HIGH SCHOOL PROFICIENCY IN MAINE, 2017 (% OF STUDENTS AT OR ABOVE PROFICIENT)

35%

MATH



59%

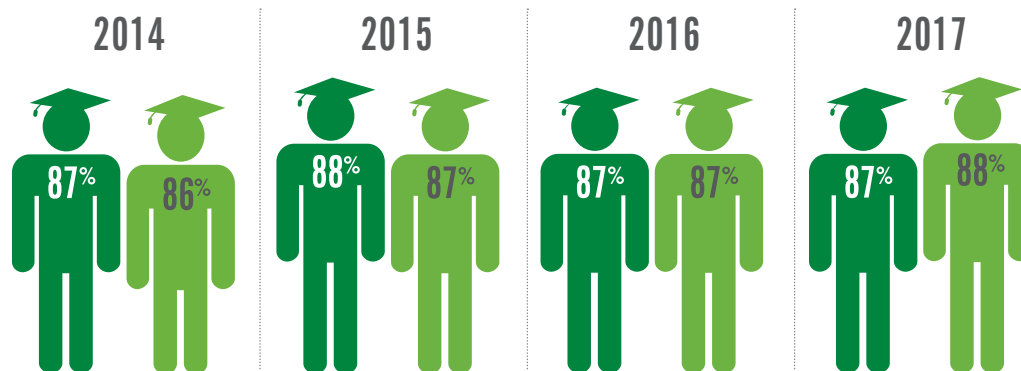
READING



MAINE    ECONOMICALLY DISADVANTAGED    NON-ECONOMICALLY DISADVANTAGED

SOURCE: Maine Department of Education, <https://lms.backpack.education/public/maine>

## HIGH SCHOOL GRADUATION RATES IN MAINE AND NEW ENGLAND



## MAINE HIGH SCHOOL GRADUATION RATES BY INCOME LEVEL



MAINE    NEW ENGLAND    ECONOMICALLY DISADVANTAGED    NON-ECONOMICALLY DISADVANTAGED

SOURCE: Maine Department of Education Data Warehouse

# POSTSECONDARY

Here's a look at what you will learn in this section.

## THE BIG PICTURE

In 2018 a high school diploma is simply not enough. More formal learning must happen to make Maine's workforce competitive in the larger market. This is why MaineSpark has a goal for 60% of Mainers to hold a postsecondary credential of value by 2025.

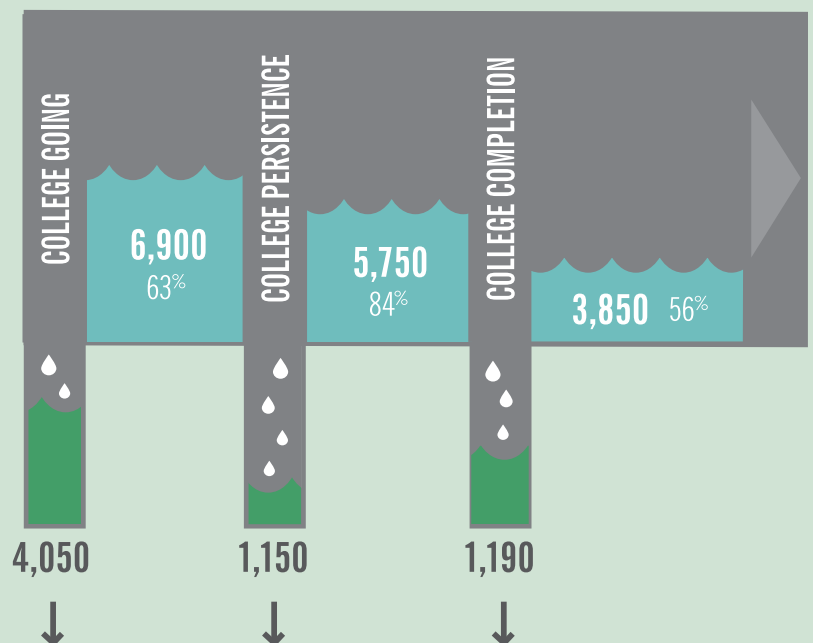
## THE NUMBERS

- 63% of Maine high school graduates enroll in college within one year of graduation and 84% of Maine students return for a second year of college.
- 56% of first-time, full-time Maine college students complete their degree within 150% of the normal program time.
- In 2015-2016 the average net price of college for Maine students was \$16,735 (39% of per-capita income) and average student debt was 17% of per-capita income.
- 44% of Mainers hold a postsecondary credential of value.

## MAIN TAKEAWAY

To best serve Maine's expanding workforce, we need to increase the number of Mainers with postsecondary credentials of value. In order to achieve this, we need to provide more academic supports and the price of college needs to be made more affordable for Maine students, allowing and encouraging more students to complete their degrees and certificates.

(SEE THE WHOLE PIPELINE  
INFOGRAPHIC ON PAGES 4-5)







# COLLEGE GOING & PERSISTENCE

An increasing number of jobs in Maine are requiring education beyond high school. In order to meet the demands of Maine's workforce, a high school diploma is not enough. Improved preparation for postsecondary education will increase the proportion of Maine students enrolling in college and completing their degrees.

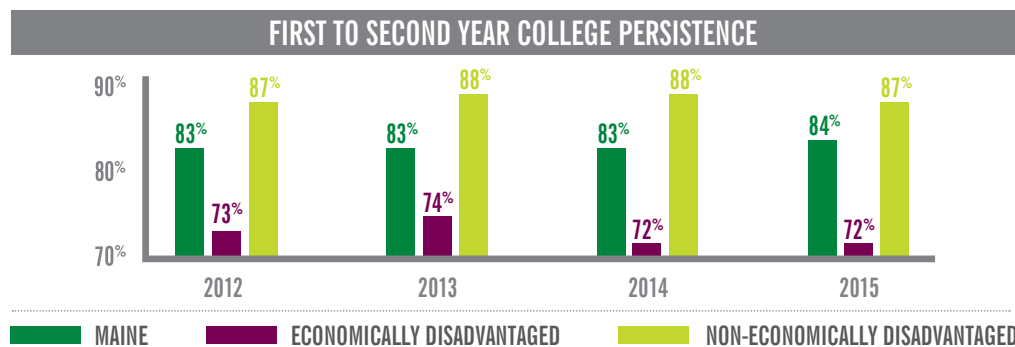
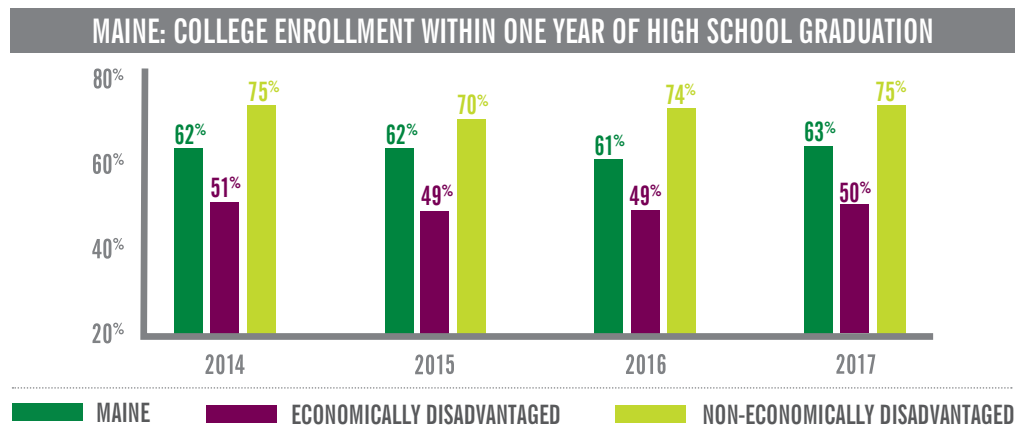
- 63% of Maine high school graduates enroll in college within a year of graduation.
- 50% of economically disadvantaged Maine students enroll in college within a year of graduation vs 75% of non-economically disadvantaged students.
- 64% of U.S. high school graduates enroll in college within one year of graduation.<sup>9</sup>
- 72% of economically disadvantaged Maine students return for a second year of college vs 87% of non-economically disadvantaged students.
- 73% of U.S. students return for a second year of college.<sup>10</sup>

## WHERE WE ARE

63% COLLEGE GOING, 84% COLLEGE PERSISTENCE

## 2019 GOALS

66% COLLEGE GOING, 88% COLLEGE PERSISTENCE



SOURCE: Maine Department of Education and National Student Clearinghouse

57%

OF MALE STUDENTS ENROLL IN COLLEGE IN THE FALL AFTER HIGH SCHOOL, COMPARED TO

69%

OF THEIR FEMALE PEERS.<sup>[11]</sup>



# COLLEGE COMPLETION

College completion opens many doors for Mainers entering the workforce. Mainers with a college degree are eligible for higher paying jobs and a greater number of jobs than those who do not complete college. Previous reports have measured college completion rates for students who complete their education at the same institution they began (IPEDS). A new metric being used here (NESSC) measures college completion including transfer students earning a degree at a different institution. College completion is defined as completing an associate's or higher degree within six years of entering college.

- 56% of first-time, full-time Maine college students complete a degree.
- 40% of economically disadvantaged Maine college students complete a degree vs. 62% of non-economically disadvantaged students.
- 63% of New England college students complete a degree.

(NESSC)

## WHERE WE ARE

56% MAINE, 63% NEW ENGLAND

## 2019 GOALS

CLOSE THE COLLEGE COMPLETION GAP WITH NEW ENGLAND

(IPEDS)

## WHERE WE ARE

49% MAINE, 59% NEW ENGLAND

## 2019 GOALS

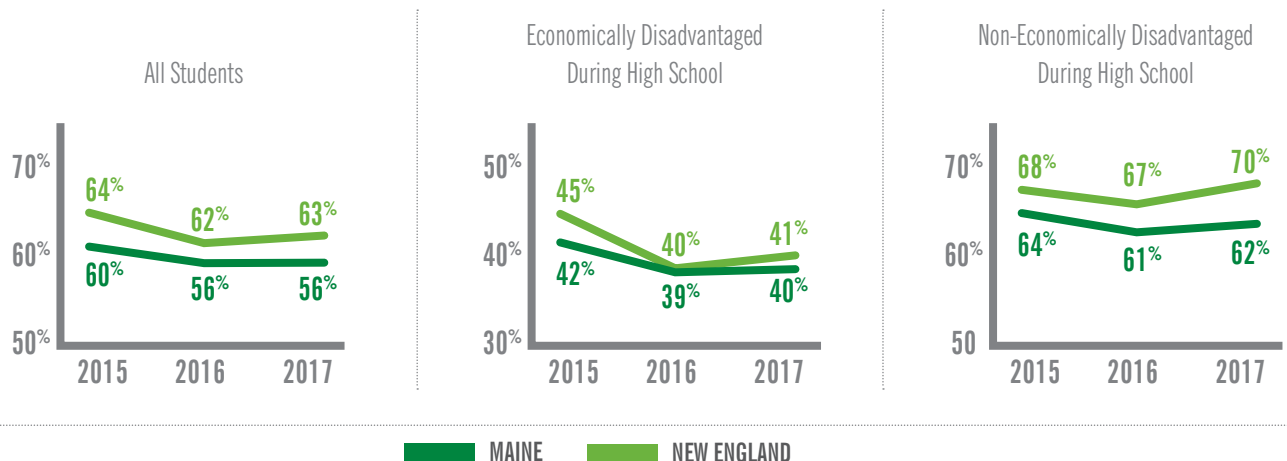
CLOSE THE COLLEGE COMPLETION GAP WITH NEW ENGLAND

STUDENTS WHO DO NOT COMPLETE COLLEGE ARE

3X

MORE LIKELY THAN COLLEGE GRADUATES TO DEFAULT ON THEIR STUDENT LOANS.<sup>[12]</sup>

## COLLEGE COMPLETION RATES



SOURCE: New England Secondary Schools Commission, <https://www.newenglandssc.org/resources/common-data-project/>



# COLLEGE COST & DEBT

The best way to ensure a prosperous future for Maine is to increase the number of Mainers pursuing a credential of value after high school. However, the cost of college and student debt burden has a great influence over who enrolls in higher education and whether or not they graduate. Although tuition is lower in Maine on average, it represents a greater percentage of income. In order to be competitive in an increasingly educated marketplace, the cost of college needs to be more affordable for Maine students, with a goal of closing the affordability gap with New England.

- In Maine in 2015-2016, the average net price of college for students was \$16,735 (39% of per-capita income) and average student debt was 17% of per-capita income.
- In New England in 2015-2016, the average net price of college was \$21,050 (35% of per-capita income) and the average student debt was 12% of per-capita income.

## WHERE WE ARE

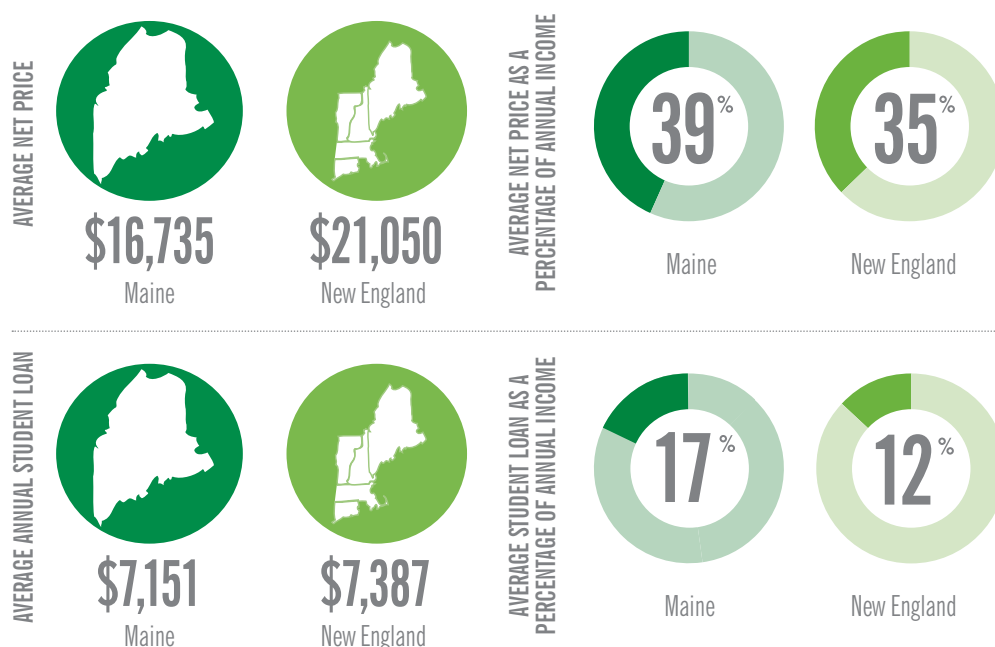
MAINE COLLEGE COST IS 39% OF PER CAPITA INCOME ON AVERAGE VS NEW ENGLAND COLLEGE COST OF 35% OF PER CAPITA INCOME

MAINE DEBT LOAD IS 17% OF PER CAPITA INCOME VS NEW ENGLAND DEBT LOAD OF 12% OF PER CAPITA INCOME

## 2019 GOALS

CLOSE THE COST AND DEBT GAPS WITH NEW ENGLAND.

### COLLEGE COST & DEBT IN MAINE VS NEW ENGLAND (2015-2016)



SOURCE: Integrated Postsecondary Education Data System (IPEDS), U.S. Bureau of Economic Analysis

## MAINE RANKS

8<sup>th</sup>

HIGHEST IN THE NATION IN AVERAGE STUDENT DEBT (\$31,295) AND

34<sup>th</sup>

IN THE PROPORTION OF GRADUATES WITH DEBT (55%) AMONG STATE RESIDENTS WHO COMPLETED BACHELOR'S DEGREES IN 2016.<sup>[13]</sup>



# MAINERS WITH POSTSECONDARY CREDENTIALS OF VALUE

To meet the needs of Maine's current workforce, most employees will need to obtain a postsecondary credential of value in addition to their high school diploma. Postsecondary credentials of value include college degrees, skilled trade credentials, and professional certificates. Educate Maine and MaineSpark set a goal that 60% of Mainers will hold a postsecondary credential of value by 2025.

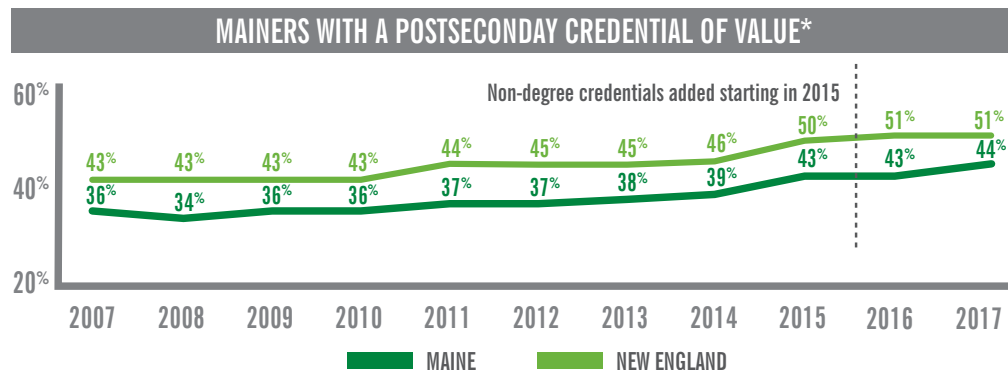
- 44% of Mainers hold a postsecondary credential of value.
- 51% of New Englanders hold a postsecondary credential of value.

## WHERE WE ARE

MAINE 44%, NEW ENGLAND 51%

## 2019 GOALS

44% OF MAINERS WILL HOLD A POSTSECONDARY CREDENTIAL OF VALUE



# 66%

TWO-THIRDS OF HIGH-WAGE, IN-DEMAND MAINE JOB OPENINGS FROM 2014-2024 WILL REQUIRE POSTSECONDARY EDUCATION BEYOND HIGH SCHOOL.<sup>[14]</sup>

ENTERING  
9<sup>TH</sup> GRADERS



HIGH SCHOOL  
GRADUATES



ENROLL IN  
COLLEGE (2017)



RETURN FOR 2<sup>ND</sup> YEAR  
OF COLLEGE (2018)



EARN A 2- OR  
4-YEAR DEGREE (2022)



## THE MAINE EDUCATION FUNNEL EFFECT AND ACHIEVEMENT GAPS

- ECONOMICALLY DISADVANTAGED
- NON-ECONOMICALLY DISADVANTAGED
- ALL MAINE STUDENTS

SOURCE: Maine Department of Education; National Student Clearinghouse

# TAKE ACTION!

## WHAT CAN WE DO TO REACH OUR GOALS?

### Select Strategies from the Educate Maine Policy Brief Series<sup>15</sup>

#### Educate Maine's “A Strong Foundation for Maine”

- Support ongoing professional development for early childhood professionals and teachers.
- Support state systems and investments to increase the quality of early childhood education and care providers.
- Support local strategies to address hunger among the state's youngest.

#### Educate Maine's “College and Career Readiness for Maine”

- Provide a greater number of affordable, high quality public and private Pre-K options for Maine families.
- Provide greater afterschool and summer programming learning opportunities to help students close achievement gaps.
- Support and complete the State's shift to proficiency-based education.
- Provide quality early college and dual enrollment opportunities for all Maine students.

#### Educate Maine's “College Affordability for Maine”

- Provide consistent and adequate state support for public higher education.
- Provide incentives for students to stay on schedule and finish on time.
- Improve financial literacy support for Maine students and their families.
- Increase tuition subsidies and debt forgiveness programs for Maine students.

#### Educate Maine's “Career and Technical Education (CTE): Increasing Student Success by 100%”

- Create more CTE experiences for Maine students beginning in middle school to raise awareness and aspirations.
- Recruit more Maine businesses to partner with CTE programs and provide experiential opportunities and jobs for students.
- Expand and adapt tested programs like Bridge Year and MELMAC's aspirations practices to engage more Maine students in CTE pathways.

#### Check out MaineSpark's innovative programs offered by their coalition members<sup>16</sup>

- “Strong Foundations, for children from birth through Sixth Grade”
- “Future Success, for students from Sixth Grade through post-secondary education”
- “Adult Promise, for adult learners looking to earn credentials or change careers”
- “New Opportunities, for professionals looking to move or begin new careers in Maine”

---

To learn more about these and other strategies please go to: <http://www.educatemaine.org/research-reports> to read the complete policy brief series designed to provide action steps to achieve the goals set in this report.

**EDUCATE MAINE** champions college and career readiness and strives to increase the educational attainment of the Maine workforce. All students should graduate high school prepared to succeed in postsecondary education and in the workplace, and the number of Maine people with a college degree, a postsecondary certificate, or a professional credential must increase to meet the demands of the economy.

---

## OFFICERS

**Deanna Sherman** | *Chair*  
President & CEO, Dead River Company

**Cari Medd** | *Vice Chair*  
Principal, Poland Regional High School

**Ken Grady** | *Vice Chair*  
Vice President & CEO, IDEXX

**Vicki Gordan** | *Treasurer*  
Senior Vice President & Chief Auditor, UNUM

**Christopher Emmons** | *Secretary*  
President & CEO, Gorham Savings Bank

## BOARD OF DIRECTORS

**Duke Albanese**  
Senior Policy Advisor, Great Schools Partnership

**Ron Bancroft**  
President, Bancroft & Company

**Paul Bolin**  
VP & Chief HR Officer  
Eastern Maine Healthcare System

**Dan Coffey**  
Cianbro Institute Manager  
The Cianbro Companies

**Barry Driscoll**  
VP, Enterprise IT Services, WEX, Inc.

**Michael Dubyak**  
Chairman of the Board, WEX, Inc.

**Clif Greim**  
President & CEO, Harriman and Associates

**Chris Hall**  
Director of Regional Initiatives  
Greater Portland Council of Governments

**Dana Humphrey**  
Dean, College of Engineering, University of Maine

**Laurie Lachance**  
President, Thomas College

**Gary Merrill**  
President & CEO, Hussey Seating

**Tamara Ranger**  
2017 MTOY, Skowhegan Area Middle School

**Liz Riley**  
VP of Operations, Winxnet

**Lindsay Skilling**  
CEO, Giffords Famous Ice Cream

**Janet Sortor**  
Chief Academic Officer  
Maine Community College System

**E. William Stockmeyer**  
Attorney, Drummond Woodsum & MacMahon

**Betsy Webb**  
Superintendent, The Bangor School Department

**Bill Williamson**  
Maine Market President, Bank of America

**Kelly Winslow**  
VP, Mid Maine Regional Market Manager  
Bangor Savings Bank

**Shawn Yardley**  
CEO, Community Concepts

## STAFF

**Ed Cervone**  
Executive Director

**Katherine Johnston**  
Program Coordinator

**Dr. Jason Judd**  
Program Director

**Angela Oechsle**  
Program Coordinator

**Amanda Petersen**  
Director of Operations

**Dolly Sullivan**  
Program Director





## CITATIONS

**[1]** Annie E. Casey Foundation (2013), <http://www.aecf.org/resources/early-warning-confirmed/> **[2]** Maine Public Law Chapter 581, 126th Legislature **[3]** Philip Trostel (2013), [http://melig.org/pdfs/Path\\_to\\_a\\_Better\\_Future\\_Full\\_Report.pdf](http://melig.org/pdfs/Path_to_a_Better_Future_Full_Report.pdf) **[4]** Annie E. Casey Foundation (2013), <http://www.aecf.org/resources/the-first-eight-years-giving-kids-a-foundation-for-lifetime-success/> **[5]** Annie E. Casey Foundation (2013), <http://www.aecf.org/resources/early-warning-confirmed/> **[6]** Annie E. Casey Foundation (2013), <http://www.aecf.org/resources/early-warning-confirmed/> **[7]** American Psychological Association <http://www.apa.org/pi/ses/resources/publications/factsheet-education.pdf> **[8]** Annie E. Casey Foundation (2013), <http://www.aecf.org/resources/early-warning-confirmed/> **[9]** Persistence & Retention – 2018, National Student Clearinghouse Research Center, <https://nscresearchcenter.org/snapshotreport33-first-year-persistence-and-retention> **[10]** Persistence & Retention – 2018, National Student Clearinghouse Research Center, <https://nscresearchcenter.org/snapshotreport33-first-year-persistence-and-retention> **[11]** Maine Department of Education and National Student Clearinghouse (2018) **[12]** US Department of Education (2015), <http://www.ed.gov/news/press-releases/fact-sheet-focusing-higher-education-student-success> **[13]** The Institute for College Access and Success (2017), <http://ticas.org/posd/map-state-data> **[14]** Maine Department of Labor, Center for Workforce Research and Information, <http://www.maine.gov/labor/cwri/data/oes/hwid.html> **[15]** To learn more about these and other strategies please go to <http://www.educatemaine.org/research-reports> **[16]** To learn more about MaineSpark's coalition and programs please go to <http://mainespark.me/>

**For more information visit [educatemaine.org/research-reports](http://educatemaine.org/research-reports)**

# EDUCATE MAINE



482 CONGRESS STREET, SUITE 303

PORTLAND, ME 04101

207-347-8638

[EDUCATEMAINE.ORG](http://EDUCATEMAINE.ORG)