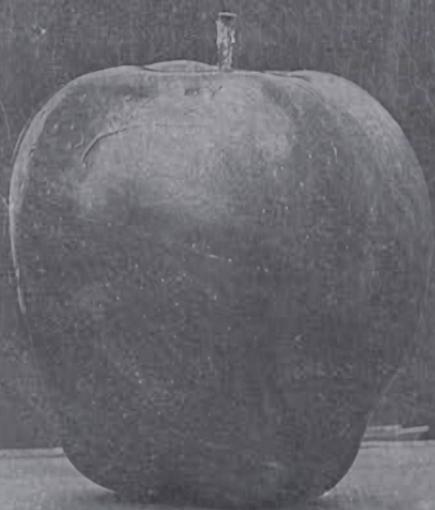


**EDUCATE
MAINE**



EDUCATION INDICATORS FOR MAINE : 2014

MISSION AND ACKNOWLEDGEMENTS

Educate Maine is a business-led education advocacy organization championing college and career readiness, and increased education attainment. The organization was formed by the merger of the Maine Coalition for Excellence in Education and the Compact for Higher Education in December 2011. Educate Maine believes that education is the catalyst and foundation for individual success, engaged citizenship, and sustainable economic growth; and that all Maine people should have equal access to high quality educational opportunities.

We would like to thank the following individuals, organizations, and businesses who have helped guide the research, data, and framework published in Education Indicators for Maine 2014: Educate Maine board members Tim Hussey, Meredith Jones, Duke Albanese, Ron Bancroft, Cari Medd, and Hon. Jill Goldthwait; Lisa Plimpton, Katie Freeman, and Abby Roy at the Senator George J. Mitchell Scholarship Research Institute; Colleen Quint of the Alford Scholarship Foundation; Brown & Company; Former Executive Director Tanna Clews and the Educate Maine staff; and Educate Maine intern, Jed Quint. This report is underwritten by the Davis Family Foundation, John T. Gorman Foundation, and Nellie Mae Education Foundation. We are grateful for the long-term support of each of these foundations. The genesis of the Indicators Report comes from Prepare Maine, an initiative of our predecessor organization, the Maine Coalition for Excellence in Education, under the leadership of Yellow Light Breen and Bob Kautz. 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 complementary 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 back! Educate Maine is pleased to share with you the 2014 Education Indicators Report for Maine. This report has been developed to explore and better understand Maine's education pipeline from preschool through postsecondary education. Our focus is on the 10 Indicators we have identified which we believe best measure Maine's educational performance.

New this year: Benchmarks by which we identify where we stand today regarding each Indicator, and where we hope - and expect - to be five years from now.

The ten Indicators that we measure follow the path of each Maine child as he or she grows and learns. We look at participation in educational programs in early childhood, 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. And we study post-secondary outcomes because, ultimately, it is educational attainment that we seek to measure and to celebrate.

This report is intended to inform, but also promote discussion and serve as a call to action. Whether a parent or a teacher, a community member or policymaker, we hope that the findings of this report increase engagement, prompt positive dialogue, and strengthen the support needed to continue promising strategies to increase educational opportunity for Maine's students.

Sincerely,



TIMOTHY HUSSEY
CHAIRMAN OF THE BOARD
PRESIDENT AND CEO, HUSSEY SEATING COMPANY

We dedicate this report to Tanna Clews as she leaves a four-year track record of positive, commendable work with Educate Maine and the Maine Coalition for Excellence in Education. Tanna's passion and dedication for the cause will be greatly missed.

This report is available at indicators.educatemaine.org.

TEN INDICATORS

These ten Indicators follow the educational path of each Maine child and the foundational benchmarks for their future education. Goals identify where we hope to be by 2019 and how proficiency demonstrates our educational attainment. Our leading policy implications for attainment: Access—funding for high quality preschool and pre-K; Proficiency—continued support and reduced remediation; and Affordability—controlling cost and post-secondary debt.

INDICATORS

PRESCHOOL PARTICIPATION

WHERE WE STAND TODAY

44% of 3 & 4 year-olds are enrolled in public or private preschool

PUBLIC PREKINDERGARTEN

34% of 4 year-olds are enrolled in public pre-K

FULL-DAY KINDERGARTEN

88% of Maine school districts offer full-day kindergarten

4TH GRADE ACHIEVEMENT

Percentage of Maine students who are at or above proficiency in fourth grade: Reading (37%), Math (47%)

8TH GRADE ACHIEVEMENT

Percentage of Maine students who are at or above proficiency in eighth grade: Reading (38%), Math (40%)

HIGH SCHOOL ACHIEVEMENT

86% of Maine students graduated from high school
49% of Maine students in grade eleven are proficient in reading and math

COLLEGE-GOING

62% of Maine students enrolled in college within one year of graduating from high school

83% of Maine first-year students returned for a second year at their college institution

COLLEGE COMPLETION

Degree completion (within 150% of normal time):
Community College: 26.1%
Four Year Public Institution: 47.7%
Four Year Private Institution: 67.4%

COLLEGE COST & STUDENT DEBT

Maine residents pay more per capita income for college than New England: 32% vs. 26%

MAINERS WITH COLLEGE DEGREES

37.8% of Maine students have an Associate Degree or higher



GOALS FOR 2019

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

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

Maine students will increase their proficiency in both reading and math by seven percentage points

Maine students will increase their proficiency in both reading and math by seven percentage points

90% of Maine students graduate from high school

70% of Maine students in grade eleven are proficient in reading and math

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

88% of Maine first-year students return for a second year at their college institution

By 2023:

Increase college completion rates by three percentage points, closing the gap with our New England counter parts

Maine residents pay the same per capita income for college as New England

44% of Mainers hold a college degree, certificate or industry credential* By 2023: 50% of Mainers hold a college degree, certificate or industry credential*

GOALS

100% OF STUDENTS IN MAINE WILL GRADUATE

FROM HIGH SCHOOL PREPARED FOR SUCCESS IN POST-SECONDARY EDUCATION AND THE WORKPLACE.

50% OF MAINERS WHO ARE 25 YEARS AND

OLDER WILL POSSESS A COLLEGE DEGREE, CERTIFICATE OR INDUSTRY CREDENTIAL, ATTAINING OR SURPASSING THE NEW ENGLAND AVERAGE, BY 2023.*



MAINE'S EDUCATION PIPELINE

A SNAPSHOT OF EDUCATION IN MAINE

PRESCHOOL ENROLLMENT (3 and 4-year-olds)



44%
MAINE



46%
UNITED STATES



57%
NEW ENGLAND



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 (34%) THAN THE U.S. (28%) AND NEW ENGLAND AVERAGES (15%).

EARLY CHILDHOOD >>>>

ELEMENTARY SCHOOL >>>>

MIDDLE SCHOOL >>>>

4TH GRADE PROFICIENCY (NAEP SCORES)



READING

37%
MAINE



42%
NEW ENGLAND



MATH

47%
MAINE



50%
NEW ENGLAND

8TH GRADE PROFICIENCY (NAEP SCORES)



READING

38%
MAINE



43%
NEW ENGLAND



MATH

40%
MAINE



44%
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.

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



86 Of 100 Maine students entering 9th grade, 86 will graduate from high school.

HIGH SCHOOL PROFICIENCY



49% Only 49% of Maine 11th graders are proficient in reading & math.

COLLEGE ENROLLMENT



50 50 of those graduating seniors will enroll in a 2 or 4-year college.

COLLEGE GRADUATION



33 33 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.



\$12,787

The net cost of a Maine 4-year public university is 32% of per capita income.



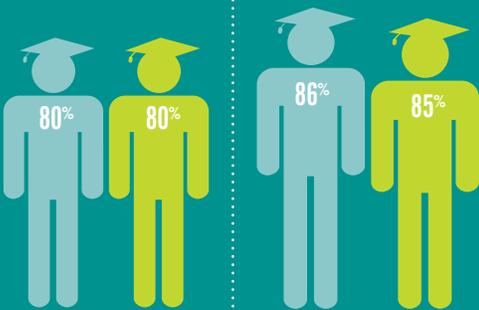
\$13,722

The net cost of a New England 4-year public university is 26% of per capita income.

HIGH SCHOOL

POST-SECONDARY

GRADUATION RATES



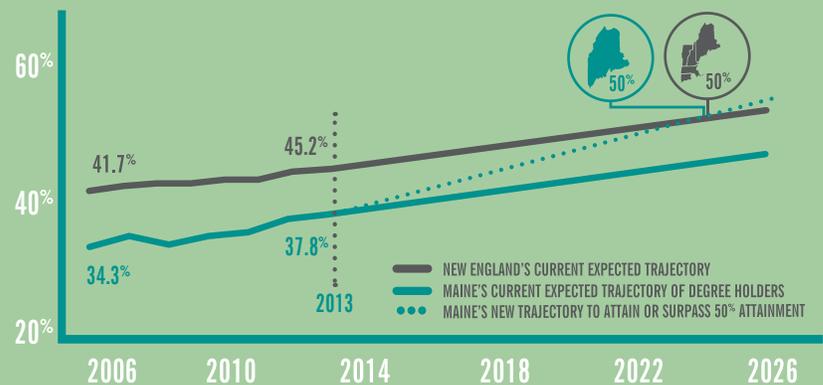
ME
2009

N.E.

ME
2013

N.E.

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.



PROFILE

Harold Alford College Challenge

In March 2014, on what would have been Harold Alford's 100th birthday, the Alford Scholarship Foundation announced that all Maine resident babies would now automatically receive a \$500 Alford Grant for college. The foundation expects to fund some 12,000 children, to the tune of \$6 million annually, going forward. Mr. Alford's legacy gift to Maine is intended to provide both aspirational and practical benefits to generations of Maine students.

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, commit crimes and are 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 more than a seven dollar return.^[1]

Maine lags behind our New England neighbors in preschool participation, yet we have higher participation in public prekindergarten than all 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 if we invest in quality early childhood programs that are integrated with the elementary school system. In May 2014, L.D. 1530 was passed into law which requires universal voluntary pre-K by the 2017-2018 school year, helping our state further promote cognitive, physical, social and emotional development in our young children thereby increasing a child's readiness for and eventual success in kindergarten and beyond.

As with any investment in our children, funding and continuity matters. With universally available public pre-K now on the horizon for Maine, enrollment in quality preschool programs for Maine children will start our youngest students on the path to a successful future.



PRESCHOOL PARTICIPATION

Maine’s total preschool enrollment, including both public and private programs, is far less than the U.S. and New England averages. ^[3]

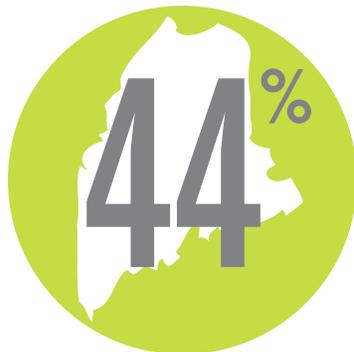
The first step in a child’s education outside the home is having access to preschool. In order to start out on the right path to success, students need access to high-quality preschool. Yet too many of our state’s children don’t have access to these critically important programs.^[4] Collaborative preschool partnerships will help us expand and strengthen these programs. High quality programs include research-based curriculum that incorporates early language, literacy and numeracy; integrate social, emotional and physical development throughout the day; and provide teacher training and classroom support to learn the skills needed to impact the varied learning needs of children entering preschool. Preschool quality program standards, such as group size, child-to-staff ratio, and classroom materials, help ensure the implementation of high quality curriculum.

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. When communities put the needs of children and families first, we see more opportunities for our children to thrive.

GOAL >>> 50% OF 3 & 4 YEAR-OLDS WILL BE ENROLLED IN A PUBLIC OR PRIVATE PRESCHOOL

PRESCHOOL ENROLLMENT

3 & 4-YEAR-OLDS, PUBLIC AND PRIVATE



Maine



New England



United States

A CHILD’S VOCABULARY BY AGE THREE CAN PREDICT

3RD

GRADE READING ACHIEVEMENT.



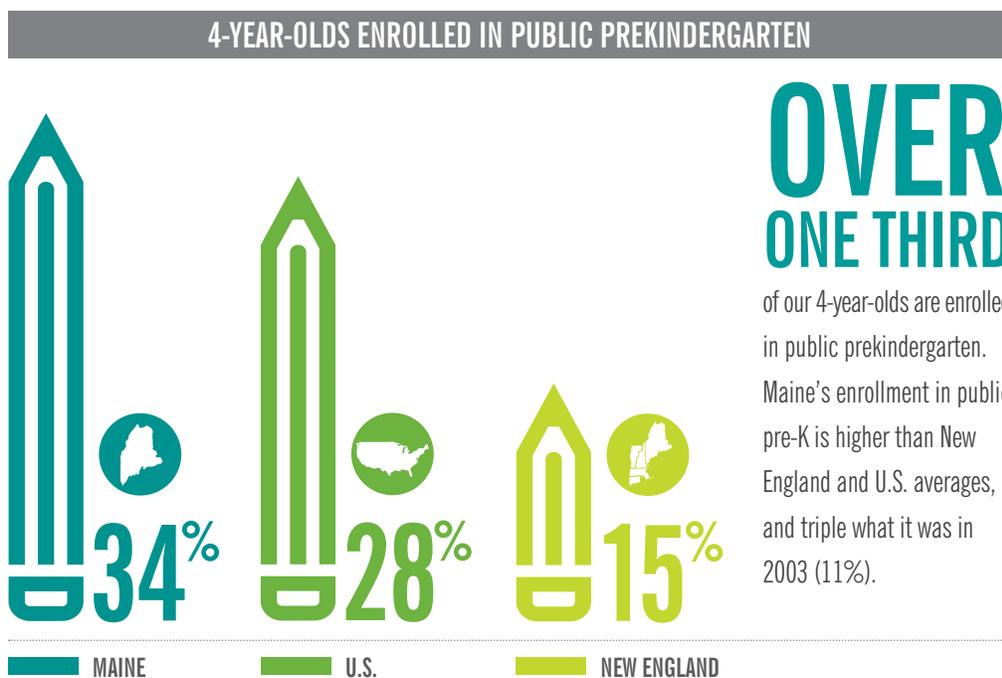
PUBLIC PREKINDERGARTEN

Currently, 63% of Maine’s school districts offer public prekindergarten and one third of our four year olds enroll in these programs, well beyond the New England average.^[5]

Public prekindergarten, like preschool, provides children with a foundation for future academic success. Without this foundation, children enter school behind their classmates and stay behind. Today, children in public pre-K are prepared to be kindergarten-ready, learning to recognize the letters of the alphabet, focus their attention for set periods of time, and interact with peers. Those children who enter school not kindergarten-ready have lower reading skills at the end of first grade, and 88% of those poor readers will still be poor readers in 4th grade.^[6] Fortunately, Maine is on its way to addressing this problem.

With the passage of L.D. 1530, every school district in Maine is required to offer a universal, voluntary pre-K program by the 2017-2018 school year. We expect that Maine families who choose to participate in public education will take advantage of this offering and enroll their eligible 4-year olds. It will take the commitment of every community to ensure there is enough space for each eligible student.

GOAL >>> 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



OVER ONE THIRD

of our 4-year-olds are enrolled in public prekindergarten. Maine’s enrollment in public pre-K is higher than New England and U.S. averages, and triple what it was in 2003 (11%).

EVERY \$1 INVESTED IN MAINE ON EARLY CARE AND EDUCATION GENERATES AN ADDITIONAL

78

CENTS IN NEW SPENDING FOR THE STATE.^[7]

SOURCE: National Institute for Early Education Research, "The State of Preschool 2013", <http://nieer.org/sites/nieer/files/yearbook2013.pdf> (2013)



FULL-DAY KINDERGARTEN

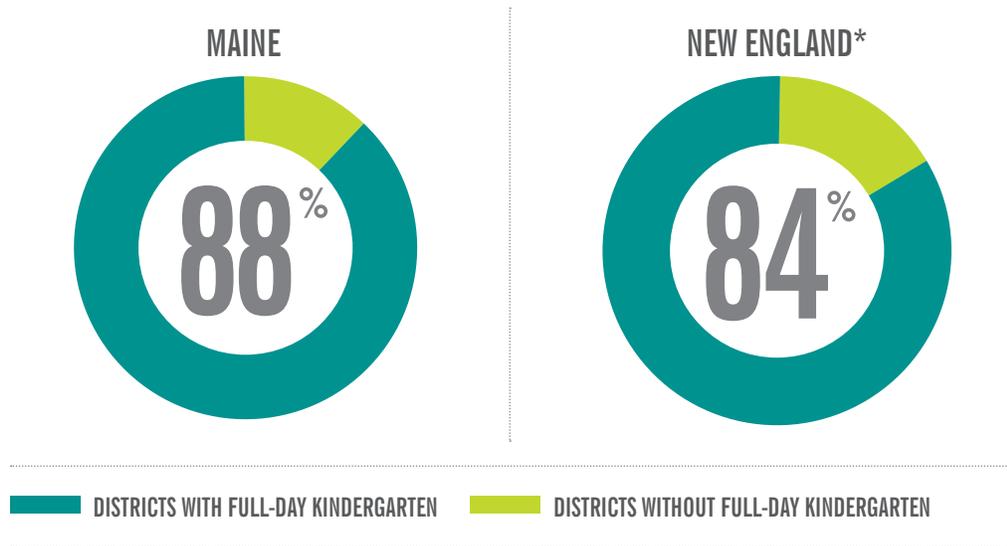
Gains made by children in quality early learning programs diminish without continuing on to quality full-day kindergarten. Children in full-day kindergarten classes have greater reading and mathematics achievement gains than those in half-day classes. Additionally, full-day kindergarten programs help close the achievement gap between low income students and their peers. 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 early—saving money and resources over the long term and increasing the odds that children will be successful later in school.^[8]

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

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

FULL-DAY KINDERGARTEN IN MAINE

88% 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.



* not including New Hampshire
SOURCE: Maine Department of Education, one-time survey <http://www.maine.gov/education/enroll/attending/statefallpub.htm> (2013)

BY AGE 5, A TYPICAL MIDDLE CLASS CHILD RECOGNIZES

22

LETTERS OF THE ALPHABET, COMPARED TO 9 LETTERS FOR A CHILD FROM A LOW-INCOME FAMILY.



SPOTLIGHT

Maine L.D. 1530/S.P. 577

Universal Voluntary Prekindergarten

Changes the compulsory age for school attendance from 7 to 5 and requires universal voluntary prekindergarten education be made available to all 4 year-olds in a community by the 2017-2018 school year. This requires the development of standards for prekindergarten education programs, recommendations for statewide pre-K screening, assessing program performance, and best practices to coordinate early childhood education programs with child care providers.



PROFILE

Westbrook Children's Project

The Westbrook Children's Project aims to help every student in Westbrook graduate from high school ready for success—whether it be in college, the workplace, the military, or another choice. For this to happen, the project continues to develop working partnerships with schools, parents, youth, businesses, community organizations, and residents, united around supporting the success of Westbrook youth, from the moment they are born until they are launched into the world of college, career and citizenship.

1ST-12TH GRADE

We all understand the critical nature of each student's classroom experience. Teachers across the state work every day to engage their students and provide an atmosphere that supports and encourages learning. Teachers are clearly the most influential and critical to student learning, and the Maine 2014 Teacher of the Year and County Teachers of the Year are good examples of the impact of great teaching. Our best teachers need the support of parents and the community in and outside of the classroom.

Maine's 2014 County Teachers of the Year remind us that nothing impacts a child's academic and social success in school more than a healthy relationship among schools, families and the community. These relationships and collaboration will help students enjoy learning, meet state academic standards, and ensure their success. And it is of utmost importance that businesses continue to engage and participate in preparing students for future success.

Exciting changes are happening in our schools across the state. Gone are the days when, regardless of gaps in knowledge, skills, and understanding, a student received his/her high school diploma based on just completing the required coursework. Soon, all Maine students will be required to apply knowledge and demonstrate skills in order to earn a diploma. This new model of "proficiency based learning" will be an adjustment for each of us, and requires everyone's efforts to help schools throughout the state implement and teach this model of learning and achieve excellent results.

Every person in Maine has the opportunity to play a role in strengthening Maine's education system, from parents to business owners, community members to elected officials.



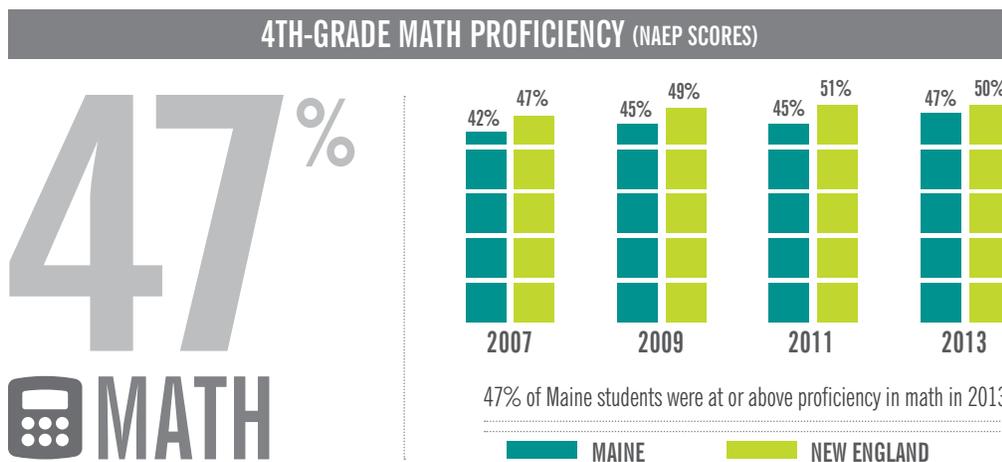
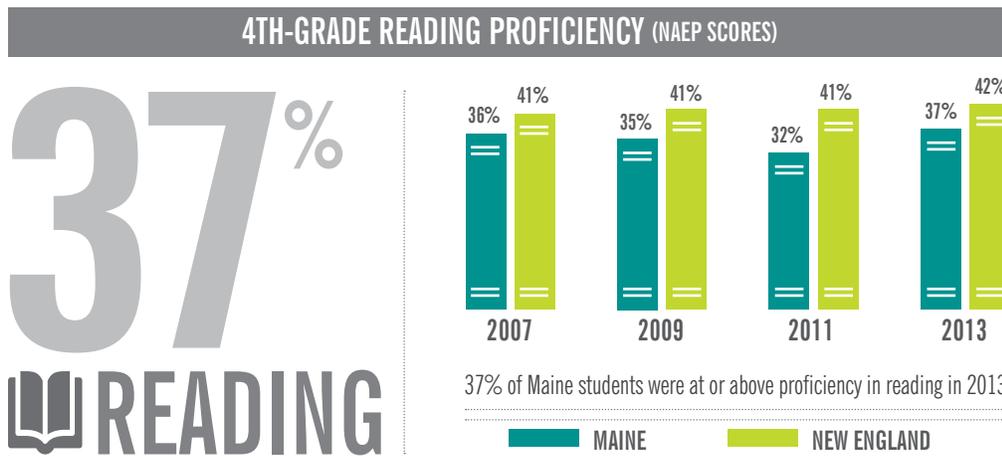
4TH GRADE ACHIEVEMENT

Since 2005, Maine's 4th grade math scores have improved, but reading scores have basically been stagnant.

Fourth-grade testing provides the first quantitative snapshot of how well we are preparing our students for academic and vocational success. Not only do fourth-grade scores predict eighth-grade scores, they also affect high school and college attainment. Students who do not read proficiently by third-grade (reflected in fourth-grade scores) are four times more likely to leave high school without a diploma than proficient readers.^[9]

While Maine's proficiency rates may be at or above the national average, we must be more vigilant about making sure our students move on only when they can demonstrate mastery of skills.

GOAL >>> MAINE STUDENTS WILL INCREASE THEIR PROFICIENCY IN BOTH READING AND MATH BY SEVEN PERCENTAGE POINTS



17%

OF STUDENTS WHO WERE CHRONICALLY ABSENT IN BOTH KINDERGARTEN AND FIRST GRADE WERE READING PROFICIENTLY IN THIRD GRADE, COMPARED TO

64%

OF THOSE WITH GOOD ATTENDANCE.

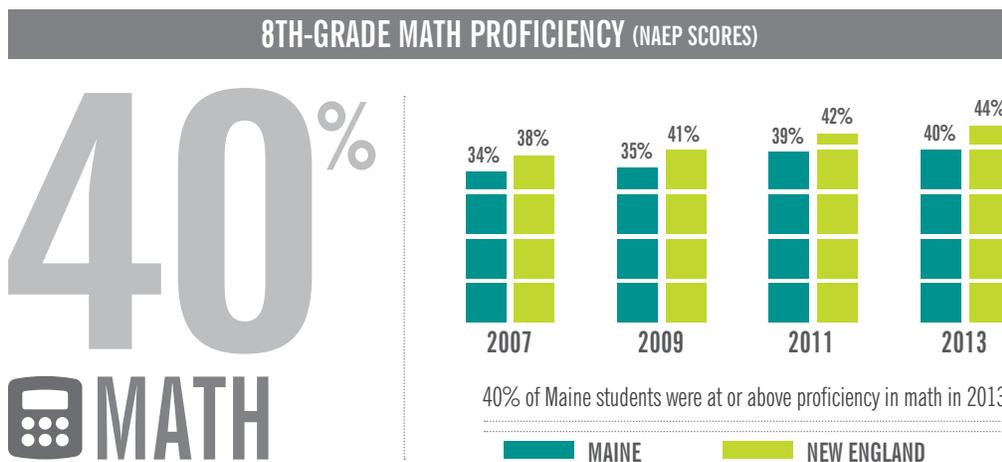
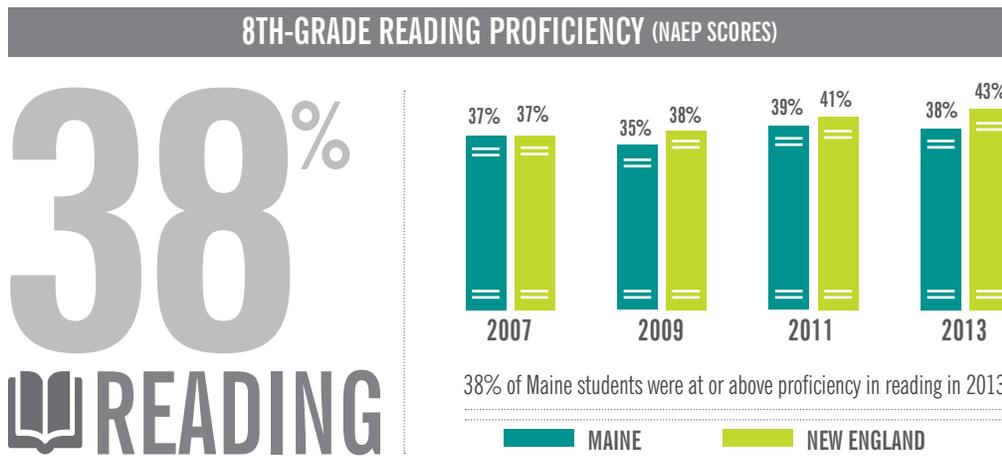


8TH GRADE ACHIEVEMENT

By 8th grade, proficiency scores show little improvement and still lag behind New England. In reading and math, 38% and 40% respectively of Maine students are at or above proficiency compared to 43% and 44% of students in New England.^[10]

Educational attainment is a major factor in an individual's future earning power, and the skills that students develop in middle school are critical to future academic success. Students who fail to demonstrate grade level proficiency in math are at risk of being tracked into non-college prep courses in high school, which can perpetuate the process of falling behind and exclude them from opportunities for higher learning.^[11] Those middle school students who take rigorous courses tend to enroll in advanced and higher-level courses in high school, which can help raise their awareness and interest in higher education.^[12]

GOAL >>> MAINE STUDENTS WILL INCREASE THEIR PROFICIENCY IN BOTH READING AND MATH BY SEVEN PERCENTAGE POINTS



MAINE IS ONE OF

27

STATES COMMITTED TO EDUCATING AND PREPARING BETTER TEACHERS AND ADMINISTRATORS THROUGH TEACHER LICENSING, PROGRAM ACCREDITATION, AND EFFECTIVE DATA USE POLICIES.

SOURCE: National Assessment of Educational Progress (NAEP), <http://nces.ed.gov/nationsreportcard> (2014)



HIGH SCHOOL ACHIEVEMENT

Although 86% of our students are graduating from high school, less than half of them are proficient in reading and math.

As a result, students have been graduating unprepared for college and career. With proficiency-based learning, a child will develop the knowledge and skills they need to succeed, before earning a diploma. This is a positive change for our schools, but we need to work together and stay focused on our students' future success.

GOAL >>>

90% OF MAINE STUDENTS GRADUATE FROM HIGH SCHOOL

70% OF MAINE STUDENTS IN GRADE ELEVEN ARE PROFICIENT IN READING AND MATH

90%

GRADUATION RATE = \$27 MILLION IN INCREASED ANNUAL EARNINGS AND

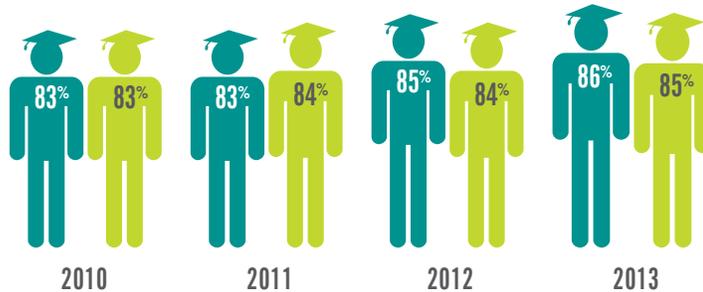
\$4.1

MILLION IN ANNUAL TAX REVENUE.

HIGH SCHOOL GRADUATION RATE

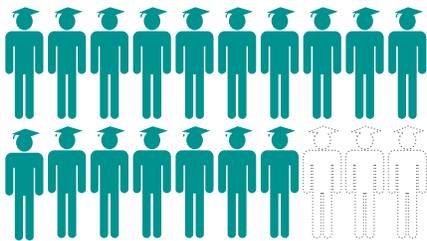
86%

86% of Maine students graduated from high school in 2013.



MAINE NEW ENGLAND

GRADUATION RATE VERSUS PROFICIENCY

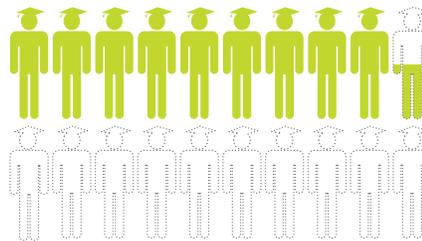


86%

GRADUATION

86% of Maine students graduated from high school in 2013.

VS



49%

PROFICIENCY

Only 49% of Maine 11th graders are proficient in reading and math in 2013.

SOURCES: Maine Department of Education Data Warehouse, <http://dw.education.maine.gov/education/MEDW> (Maine data). New England Secondary Schools Consortium, 2014 (CT and VT data).



POLICY SPOTLIGHT

Common Core, Proficiency-Based Learning and Proficiency-Based Diploma

Maine is striving to better prepare our students for success in college and career through several reform efforts: Common Core State Standards, Proficiency-Based Learning and Proficiency-Based Diplomas.

During the 2010-2011 school year, Maine joined 46 other states and the District of Columbia in adopting **Common Core State Standards (CCSS)**, a set of rigorous standards developed by educators, education experts, the National Governors Association, Council of Chief State School Officers and Achieve. These K-12 standards are informed by the highest standards in the country and around the world and raise the bar to deepen students' knowledge, conceptual understanding, critical thinking and problem-solving skills. For many years, Maine has had a set of standards—the *Maine Learning Results*—that have served as a guide to all student learning. Under the Common Core, these Learning Results remain Maine's standards, with updates to English Language Arts and Math.^[13]

Proficiency-Based Learning (PBL) is a system of instruction and assessment that is based on a student's mastery of knowledge and skills they are expected to learn before they progress to the next lesson, grade or receive a diploma.^[14] In a PBL model, teachers design learning experiences that tie to a student's interests, needs, and progress, resulting in a more engaged, prepared, and successful graduate. Proficiency-based learning modifies the traditional model of education where students may or may not be proficient as they move through the grades. Maine's relatively low 11th grade proficiency rates exemplify why the traditional model is not working. Too many students graduate with a high school diploma and are accepted to college, only to learn they must take remedial classes or other interventions.

Proficiency-based learning and graduation in Maine relies on a set of state standards, the *Maine Learning Results*, which define the skills and knowledge that students need to demonstrate proficiency. The *Maine Learning Results* include eight content or subject matter areas, as well as cross-content skills, known as the *Guiding Principles*. In May 2012 the Maine legislature passed and Governor LePage signed L.D. 1422, a law requiring **Proficiency-Based Diplomas** by 2017.^[15] The law commences with the Class of 2018. However, the Department of Education has provided extension options to provide the additional time and support some districts say they need to undertake the thoughtful, systemic change that will ensure quality implementation. The maximum extension allowed by the Maine DOE entails implementation with the Class of 2021.

To earn a proficiency-based diploma from a Maine high school, the statute now requires that students must demonstrate they:

- Have engaged in educational experiences in English Language Arts, mathematics, and science in each year of high school.
- Meet proficiency in all content areas of the Maine Learning Results, as well as proficiency in the Guiding Principles.
- Meet any other requirements as specified by their local school board.





PROFILE

Pleasant Street Academy

Established in 2005, University of Maine at Fort Kent (UMFK) and Fort Kent Community High School's Pleasant Street Academy is Maine's first early college high school model. Fort Kent Community High School (FKCHS) Juniors and Seniors who participate in Pleasant Street Academy have the opportunity to earn up to 33 college credits by the time they graduate from high school. The classes fulfill both core FKCHS class requirements and UMFK general education requirements. Pleasant Street Academy is held at the University and taught by UMFK faculty, and at FKCHS by teachers approved as adjunct faculty.

POST SECONDARY

By 2018, the demand for college-educated workers in Maine is projected to be seven times greater than for high school graduates.^[16] Moreover, in the next 10 years, 90% of high-growth jobs will require education beyond high school.^[17]

Yet, as the “oldest” 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.^[18] 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.^[19]

Lack of adequate academic preparation is a significant problem—52% of students in the Community College System^[20] and 11.4% of students in the University of Maine system^[21] require remedial courses; students do not get credit for 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.^[22] Preparing our students for college means demanding mastery of skills as reflected by proficiency-based high school diplomas.



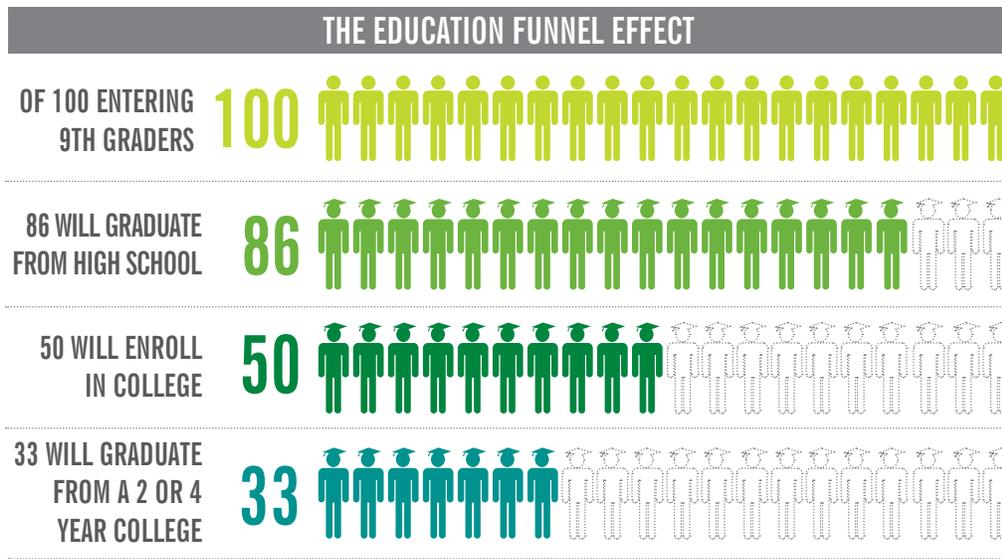
COLLEGE-GOING

Maine's college going rate (the number of students who enter college in the fall immediately after graduation) increased from 59% in 2007 to 62% in 2013.^[23]

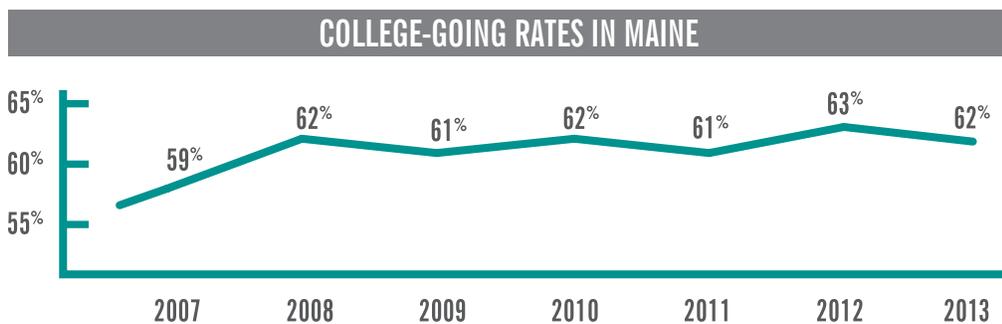
However, we still trail the rest of the nation,^[24] and each step along the education pipeline results in a decrease in participation creating Maine's "education funnel effect".^[25]

We must eliminate the barriers that keep students from enrolling, persisting in, and graduating from college.

GOAL >>> 66% OF MAINE STUDENTS ENROLLED IN COLLEGE WITHIN ONE YEAR OF GRADUATING FROM HIGH SCHOOL
88% OF MAINE FIRST-YEAR STUDENTS RETURN FOR A SECOND YEAR AT THEIR COLLEGE INSTITUTION



This graph exemplifies the "funnel effect" in our education pipeline showing how participation and attainment drops at a staggering rate at each level of education beyond high school. Of 100 9th graders, only 33 will earn a 2 or 4 year degree within ten years. This graph represents the experience of Maine's 2003 9th graders.



SOURCE: National Student Clearinghouse Student Tracker report for Maine, June 2014, Maine DOE.

20-24 YEAR OLDS WITH AT LEAST A BACHELOR'S DEGREE ARE

4X

LESS LIKELY TO BE UNEMPLOYED THAN THOSE WITHOUT A HIGH SCHOOL DIPLOMA



SPOTLIGHT

KV Academy

KV Academy (Maine College Transition Program), a collaboration between Kennebec Valley Community College and adult education sites in Central Maine, helps adults who have a diploma from a high school or adult education program, GED, or HiSet, prepare for and transition to college by providing development and college prerequisite courses. Students take college preparation courses in reading, writing and math and prerequisite courses in biology, chemistry, physics and algebra. A specialized academic advisor is available to all students and assists with study skills and college preparation workshops and tours. College application fees are waived for participants.



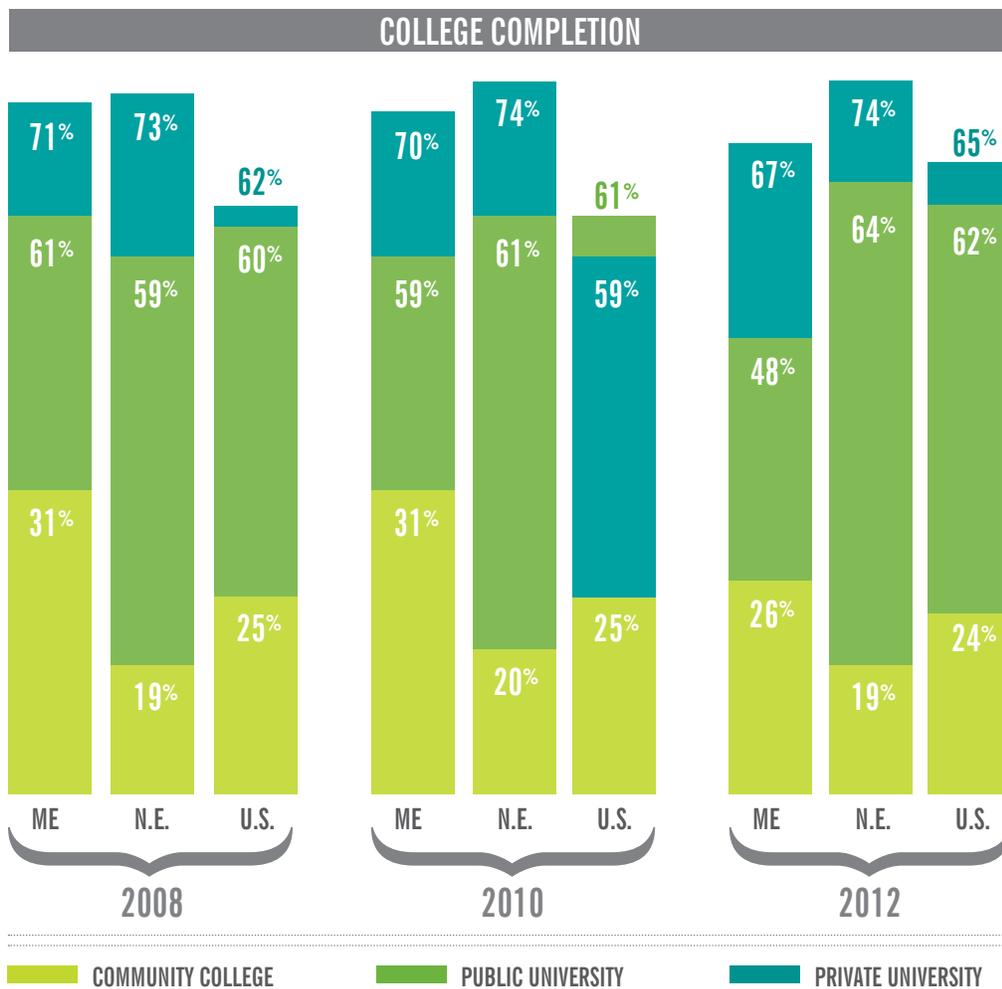
COLLEGE COMPLETION (VS. ON-TIME COLLEGE GRADUATION)

Mainers with a bachelor's degree earn 75% more than those with a high school diploma.

These increased earnings bring in more taxes, and account for much less government spending—creating a taxpayer benefit of about \$75,000 per degree.^[26]

GOAL >>> INCREASE COLLEGE COMPLETION RATES BY THREE PERCENTAGE POINTS, CLOSING THE GAP WITH OUR NEW ENGLAND COUNTER PARTS.

AS A COMPARISON, ON-TIME GRADUATION IS FAR LESS THAN 150% OF NORMAL TIME, IMPLYING THAT A LARGE NUMBER OF STUDENTS NEED EXTRA TIME TO GRADUATE.



44.7%

GRADUATE IN 4 YEARS

10%

GRADUATE IN 2 YEARS.

Graduating from a 4-yr institution in 6 yrs or 2-yr institution in 3 yrs (150% of normal time). Calculated: completers within 3 yrs for 2-yr degree or 6 yrs for 4-yr degree divided by entering cohort minus transfers out. (DOE)

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



COLLEGE COST & STUDENT DEBT

Maine residents pay more (32%) of their per capita income for college than New England (26%). Over the past decade, the average net cost of one year at a public four-year university has fallen from 46% to 32% of annual per capita income.^[27]

GOAL >>> MAINE RESIDENTS PAY THE SAME PER CAPITA INCOME FOR COLLEGE AS NEW ENGLAND.



MAINE RANKS 7TH HIGHEST IN THE NATION IN AVERAGE STUDENT DEBT (\$29,352) AND RANKS

9TH

HIGHEST IN PROPORTION OF GRADUATES WITH DEBT (67%)—FOR FOUR YEAR PUBLIC AND PRIVATE INSTITUTIONS.^[28]



Net cost of college: average yearly price charged to first-time, full-time undergrad students after financial aid deduction.
 Student debt: average annual student loan aid amount received by first-time, full-time undergraduates.

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



MAINERS WITH COLLEGE DEGREES

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

Many Maine business leaders cite the need for a more educated workforce as a primary factor in whether they will expand their business and/or move to a neighboring state. Yet Maine falls short in college metrics, has the lowest proportion of degree holders in New England,^[29] and consequently, has the lowest incomes in the region. College degree attainment results in significant benefits for individuals, taxpayers, and the state. In addition to increased earnings and lower unemployment, those with a college degree enjoy better health, longer life, reduced crime, greater tolerance, and increased civic involvement.^[30]

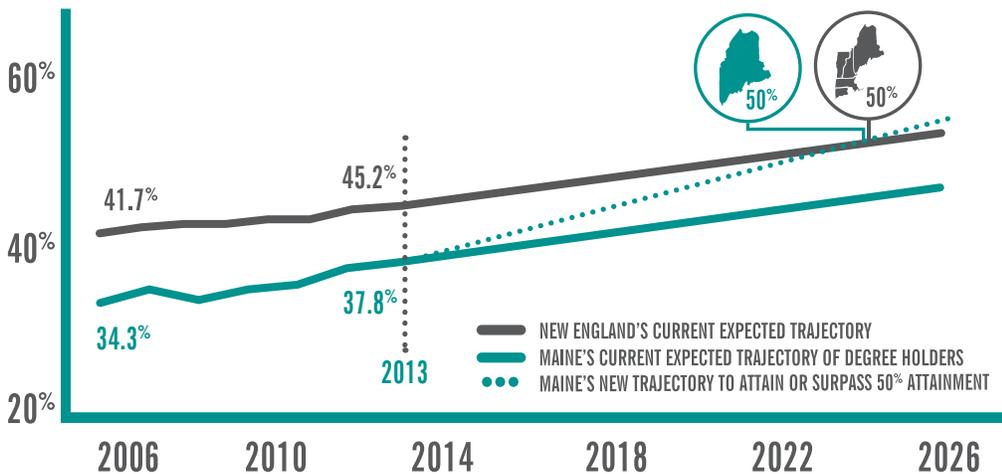
GOAL >>> % OF MAINERS HOLD A COLLEGE DEGREE, CERTIFICATE OR INDUSTRY CREDENTIAL*:
44% BY 2019
50% BY 2023

79% OF MAINE'S JOBS ARE MIDDLE OR HIGH SKILLS (I.E. REQUIRE SOME POST-SECONDARY EDUCATION OR TRAINING), YET ONLY

38%

OF MAINE'S ADULTS HAVE SOME POST-SECONDARY DEGREE (ASSOCIATE OR HIGHER).

MAINERS WITH COLLEGE DEGREES - GETTING TO 50% BY 2023



*Number of adults ages 25+ with associate degree or higher as a proportion of total population ages 25+. Excludes adults ages 25+ with a certificate or industry credential—data not available for this variable.

SOURCE: Census 2000 SF3; 2007-2013 American Community Survey 1-Year Estimates

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.

Families

- ✓ Get your child to school on time every day, ready to learn
- ✓ Know what it takes to help your child learn, understand academic requirements and help your child reach them
- ✓ Make sure your child takes challenging courses in English, math and science
- ✓ Support teacher professional development
- ✓ If you believe your child needs extra help, ask for it
- ✓ Get involved by communicating with teachers, participating in school events, and attending school board meetings

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
- ✓ Use data to inform instructional practices
- ✓ Offer rigorous classes
- ✓ Advocate for professional development

Business

- ✓ Encourage your employees to get involved in their child's education by attending parent teacher conferences, volunteering in schools, mentoring, etc.
- ✓ 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

Community

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