



# EDUCATION INDICATORS FOR MAINE 2019

EDUCATE  
MAINE



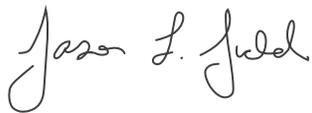
# WELCOME

Educate Maine is pleased to present the Education Indicators for Maine 2019 report. This is the 7th installment of this annual report that provides data snapshots of Maine's education system from early childhood through adulthood. The data in the report measures access, participation, and performance across the system. This year, in addition to disaggregated data by socioeconomic status, the report also includes disaggregated data based on race/ethnicity and gender. This disaggregated data is essential to understanding how we can better support students. No one indicator tells a complete story, but 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, a coalition of organizations focused on the state attainment goal: by 2025, 60% of the Maine workforce will hold education and workforce credentials that position Maine and its families for success. A credential of value includes everything from a skilled trade certificate to a college degree that connects a person to a good job and career in Maine. Educate Maine joins over 100 other education, philanthropic, nonprofit, 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 helpful in advancing a constructive conversation about the future of Maine's education system and the well-being of Maine's workforce and economy.

Sincerely,



Jason Judd, Ed.D.  
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**



# GLOSSARY

## STUDENT CATEGORIES

For the purposes of this report, *economically disadvantaged* students are those eligible 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 (\$47,638 for a family of four). School districts collect this information from applications, which families complete annually.

Schools collect information on students' gender and race/ethnicity from parents or guardians at the start of each school year. Race/ethnicity categories are those used for state reporting to the U.S. Department of Education:

**American Indian or Alaska Native**

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**Asian/Pacific Islander: Asian (including Indian subcontinent and Philippines origin) combined with Native Hawaiian or Other Pacific Islander**

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**Black or African American**

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**Hispanic**

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**White (including Middle Eastern origin)**

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**Two or more races**

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## STUDENT ASSESSMENT DATA

Student achievement is measured with standardized tests. In the past, *Education Indicators for Maine* has used results of the National Assessment of Educational Progress (NAEP) as its measure of student achievement in 4th and 8th grades, reporting the proportions of students meeting the NAEP proficient standard, a benchmark that is above grade-level. The NAEP allows us to compare with other states, but has the drawback of being based on only a random sample of Maine students.

This year, the Ten Indicators table at the beginning of the report will keep NAEP data to compare to our 2019 goals to remain consistent. However, in this report, we are transitioning from NAEP data to Maine Educational Assessment (MEA) data.

The 4th and 8th grade achievement sections report the proportion of students meeting state expectations on the MEA. All Maine students take the eMPowerME test in 3rd through 8th grades. To measure high school student achievement, we report on the proportion of Maine 11th graders meeting the state expectation on the College Board's SAT test.

# TEN INDICATORS

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

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.

**Please note** that in keeping consistent with previous years' reports, this table compares NAEP assessment data with our 2019 goals. The 4th and 8th grade sections later in this report use MEA data.

## WHERE WE STAND

43% of 3- & 4-year-olds are enrolled in public or private preschool

46% of 4-year-olds are enrolled in public Pre-K

78% of Maine school districts offer public Pre-K

98% of Maine school districts offer full-day kindergarten

36% and 42% of 4th grade students are at or above proficiency in reading and math, respectively

36% and 34% of 8th grade students are at or above proficiency in reading and math, respectively

57% 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

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 a college institution

62% of Maine and 65% 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: 38% Maine vs 34% New England

Maine students have a higher annual debt burden as a percent of per capita income than New England: 16% vs 12%

45% 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%

Maine students will increase their proficiency in reading to 70% and in math to 55%

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

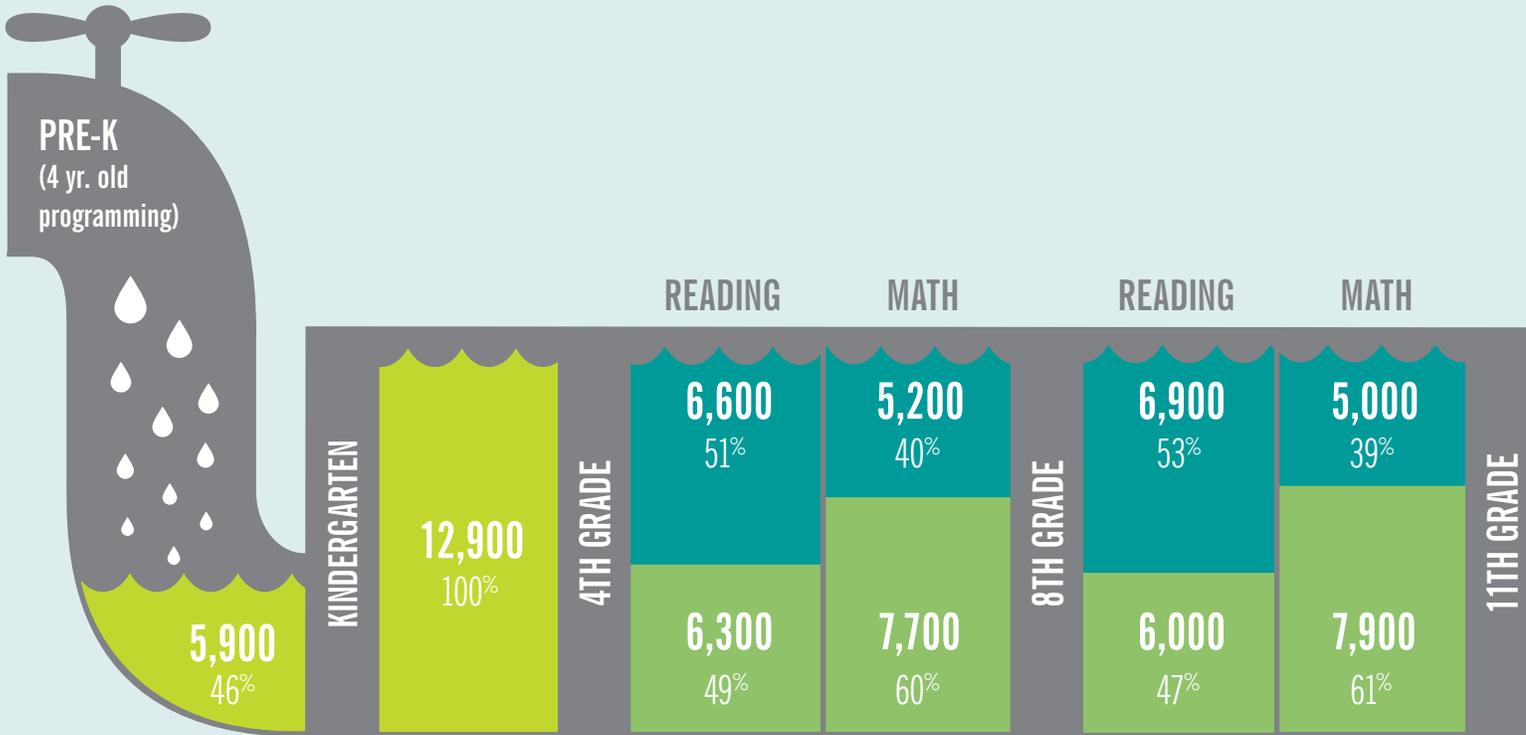
Close the cost and debt gap with New England

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

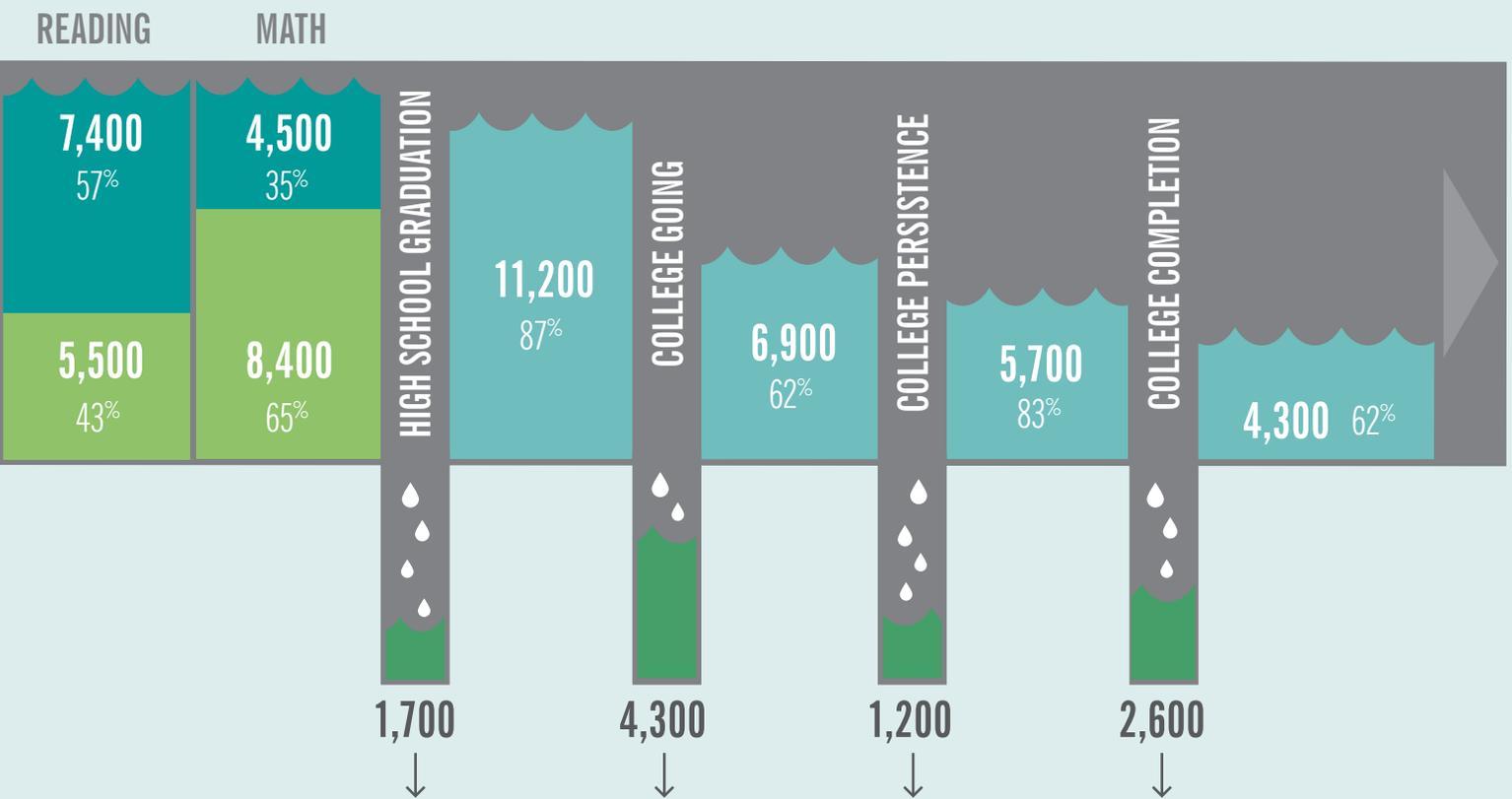


ENROLLED PROFICIENT NOT PROFICIENT MET THE MILESTONE TOOK AN ALTERNATE PATH

## 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 publication. Unfortunately, there are leaks in the pipeline. Not all children enter the public education system on the same footing 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 2019 Report.



**WHO ARE THEY?**  
These are young people without a high school degree. They may be employed or may return to finish but their prospects for success and longterm employment opportunities are limited.

**WHO ARE THEY?**  
These young adults graduated high school but did not go onto college immediately. They may be working or they may be in the military. Some may earn a postsecondary credential later. Data suggests that a large share is disengaged: 14,000 Mainers ages 16 to 24 are not working and not in school (Maine Kids Count 2015).

**WHO ARE THEY?**  
They started college immediately following high school graduation but did not make it to their third semester. They may return but this interruption makes it less likely. Many are employed and will have debt without the buying power of a degree.

**WHO ARE THEY?**  
They started college immediately following high school graduation and continued into their second year. They dropped out sometime later. Many are working and some may return to complete college but that becomes less likely. Many will have debt without the buying power of a degree. Approximately 200,000 Maine workers have some college but no credential.



# MAINE STUDENT ENROLLMENT

Over the last decade, the overall number of students enrolled in public schools in Maine has decreased while the proportion of students that are economically disadvantaged has increased.

While the number of enrolled students fluctuates each year, the overall trend shows a decrease in enrollment. In 2009-2010 the total number of enrolled students was 190,251 compared to 182,496 in 2018-2019.

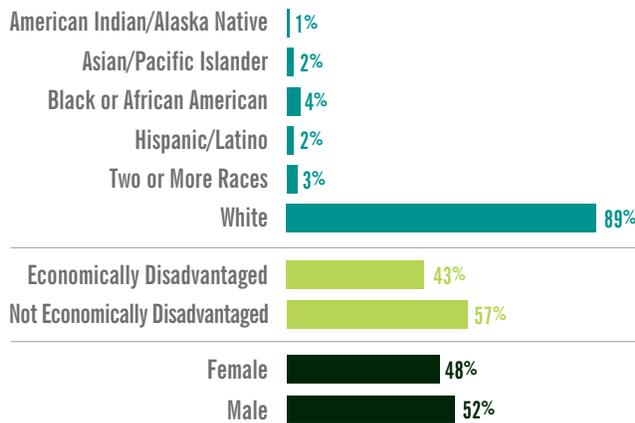
The percent of economically disadvantaged students decreased from 47% in 2017-2018 to 43% in 2018-2019; however, Maine still has a higher percentage of students who are economically disadvantaged than ten years ago. The percent of enrolled students that were economically disadvantaged in 2009-2010 was 41%. The increase in the proportion of students that are economically disadvantaged presents a challenge to schools and teachers, who must provide additional support services in order to ensure their students are healthy and prepared to learn and achieve.

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>

## MAINE STUDENT ENROLLMENT BY RACE & ETHNICITY, ECONOMIC STATUS & GENDER



SOURCE: Maine Department of Education student enrollment data, <https://www.maine.gov/doe/data-reporting/reporting/warehouse/student-enrollment-data>

# 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, early childhood education are essential.

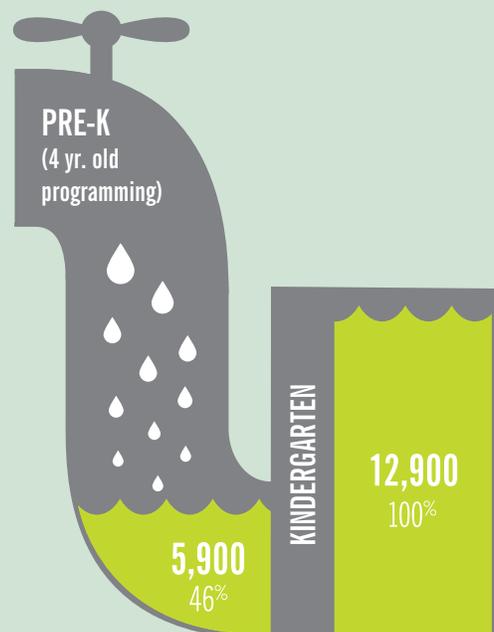
## THE NUMBERS

- 43% of Maine 3- and 4-year-olds are enrolled in school, 46% of 4-year-olds are in public Pre-K
- 78% of Maine school districts offer public Pre-K
- 98% of Maine school districts offer full-day Kindergarten

## MAIN TAKEAWAY

Greater access to quality, public Pre-K helps close the achievement gap by ensuring economically disadvantaged students are not already behind their peers before they begin their K-12 education. Reducing the gap early improves student proficiency and achievement throughout the entire education pipeline.

(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. Participation rates vary significantly across family income levels. In order to close the achievement gap, early intervention is necessary. Increased enrollment for economically disadvantaged students 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 in Maine the year before kindergarten.

- In 2018-2019, 46% of all 4-year-olds were enrolled in public Pre-K programs in Maine, an increase from the previous year (44%).
- 35% of 3- and 4-year-olds living below 200% of poverty are enrolled in school.
- 49% of 3- and 4-year-olds living at or above 200% of poverty are enrolled in school.

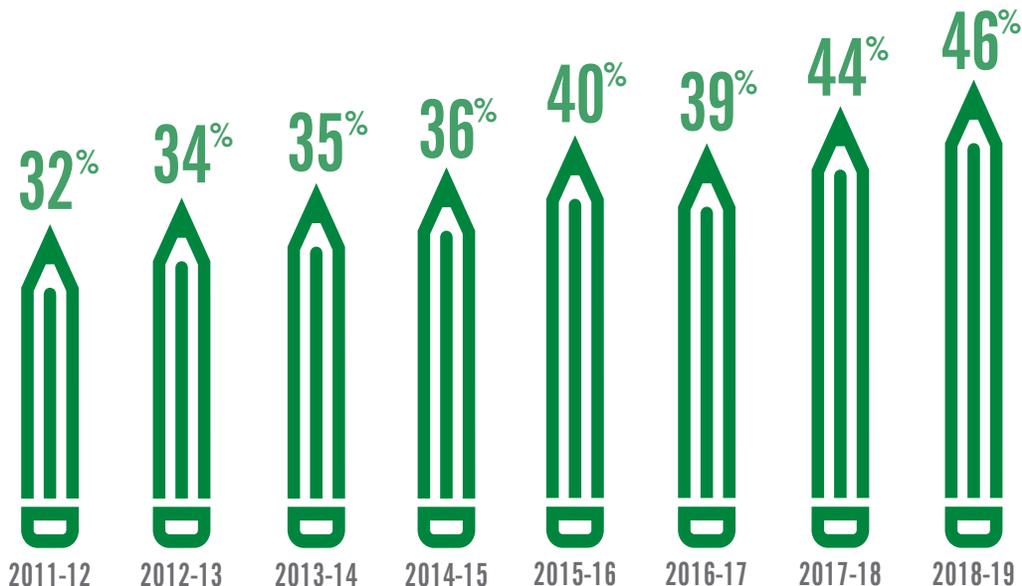
## WHERE WE ARE

43% OF 3- AND 4-YEAR-OLDS ARE ENROLLED IN PUBLIC OR PRIVATE PRESCHOOL  
46% OF 4-YEAR-OLDS ARE 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: Early Childhood Specialist, 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  
2013-2017 Average <sup>(2)</sup>

43%  
MAINE

57%  
NEW ENGLAND



# PUBLIC PRE-K ACCESS

Ensuring voluntary public Pre-K options are available in every school district provides 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 or choose to keep them home until Kindergarten, voluntary public Pre-K provides greater access while honoring family choice.

- Public Pre-K access has increased considerably since 2008-2009, when only 24% of districts offered a public Pre-K option.
- State law requires all school districts to offer a voluntary public Pre-K option.
- Maine public Pre-K is high quality: Maine met 9 of 10 quality standards in recent years.<sup>[3]</sup>

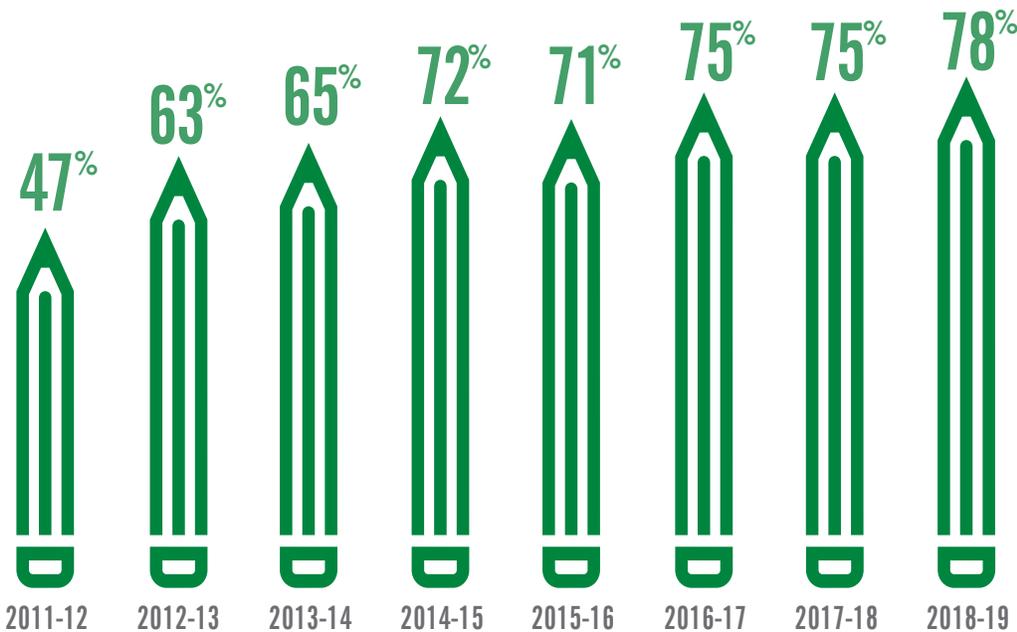
## WHERE WE ARE

78% 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: Early Childhood Specialist, 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>[4]</sup>



# FULL-DAY KINDERGARTEN

Maine has made great strides in increasing the number of school districts offering full-day Kindergarten. In 2002, only 51% of districts offered full-day Kindergarten. Today, nearly all districts offer full-day Kindergarten. Providing full-day Kindergarten is essential in closing the achievement gap, as students who attend full-day Kindergarten are more equipped to master the skills needed in first grade and beyond. All Kindergarteners are expected to master the same standards regardless of whether they attend full- or half-day sessions.

## WHERE WE ARE

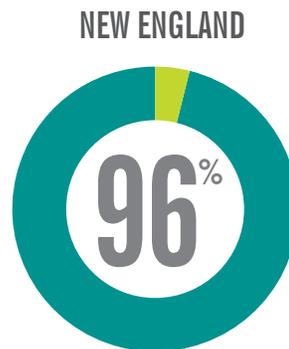
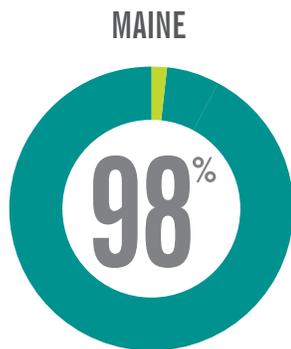
98% OF DISTRICTS OFFER FULL-DAY KINDERGARTEN

## 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: New England State Departments of Education

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>[5]</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 post-secondary education 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 the Maine Educational Assessments (MEA) in 4th and 8th grades and the SAT in 11th grade. We also take a look at the achievement gap based on socioeconomic and race/ethnicity factors.

## THE NUMBERS

### 4TH GRADE

- 51% of students are proficient in reading and 40% of students are proficient in math

### 8TH GRADE

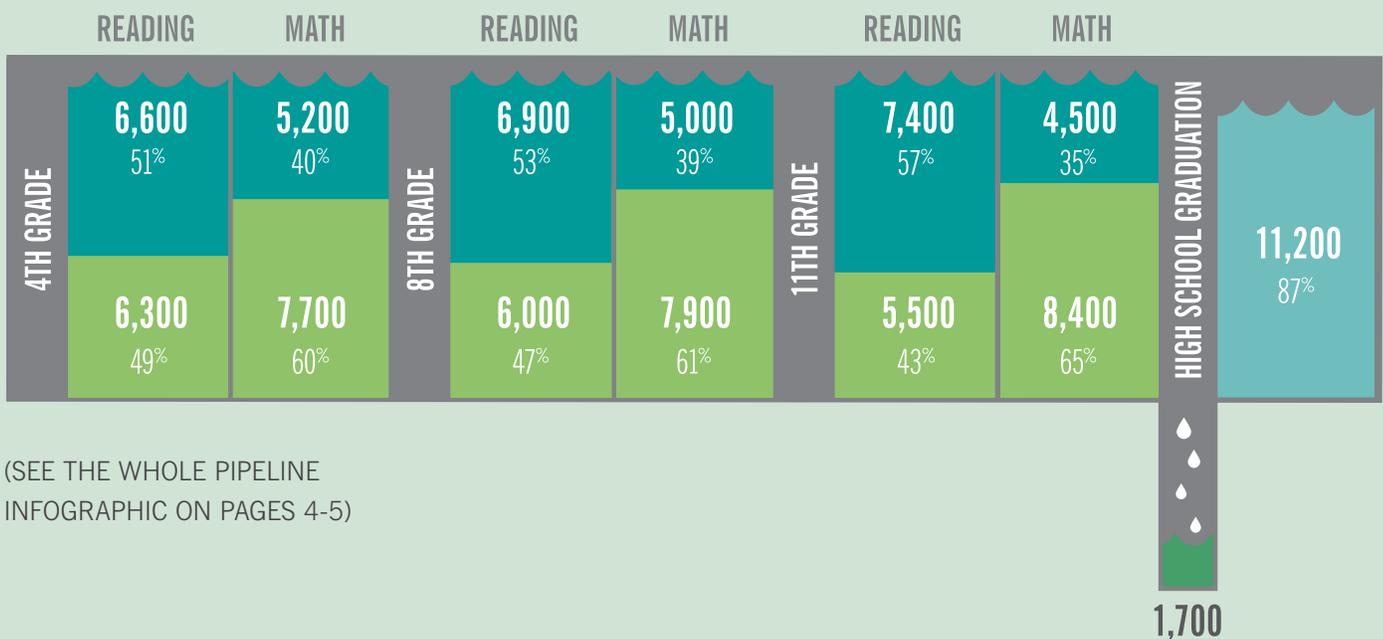
- 53% of students are proficient in reading and 39% of students are proficient in math

### HIGH SCHOOL (11TH GRADE)

- 57% proficient in reading, 35% proficient in math
- 87% of entering 9th graders graduate from high school in 4 years

## 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.



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



# 4TH GRADE ACHIEVEMENT

Student achievement in school is assessed at large for the first time in 4th grade, allowing us to measure proficiency early in the education pipeline. This measurement is important as students' 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 3rd grade (as indicated by 4th grade scores) are four times more likely to drop out than proficient readers.<sup>[3]</sup> Early intervention is essential for ensuring students' future success.

The achievement gap refers to the difference in academic performance or educational attainment between groups of students, examined here by student socioeconomic status, gender, and race/ethnicity. Closing achievement gaps early is important in terms of preventing them from growing larger over time. This should improve overall academic proficiency throughout the educational pipeline.

The following data are based on eMPowerME results from 2018:

- 51% of all Maine 4th graders were proficient in reading in 2018, compared to 52% in the previous two years. 40% of 4th graders were proficient in math in 2018, compared to 44% in 2017 and 40% in 2016.
- Students who are not economically disadvantaged achieved much higher rates of proficiency in reading (63%) and math (52%) than students who are economically disadvantaged (39% in reading and 27% in math). The gap in reading proficiency has closed by 2% in the past two years, and has remained unchanged in math proficiency.
- Female students achieved a higher rate of proficiency in reading (56%) compared to male students (47%), while male students achieved a slightly higher rate of proficiency in math (41% compared to 39% for female students). Proficiency rates for male and female students in both reading and math have remained essentially unchanged over the past two years.
- Asian students achieved a much higher rate of proficiency in reading (77%) compared to other racial/ethnic groups. See the charts below for detailed data on proficiency rates in math and reading by race/ethnicity.

## REGIONAL COMPARISONS:

4TH GRADE READING PROFICIENCY:

MAINE **36%**

NEW ENGLAND **39%**

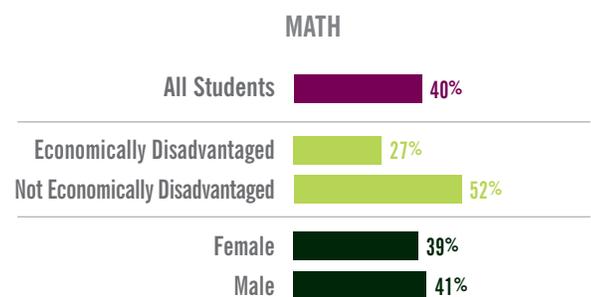
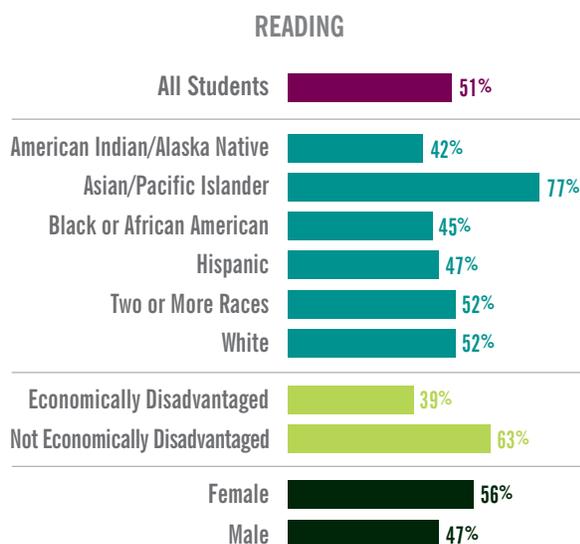
4TH GRADE MATH PROFICIENCY:

MAINE **42%**

NEW ENGLAND **44%**

The National Assessment of Education Progress (NAEP) offers a second set of data useful in comparing proficiency of Maine students with regional and national student proficiency levels.<sup>[6]</sup>

## 4TH GRADE PROFICIENCY BY STUDENT SUBGROUP, 2018\*



Disaggregated proficiency data by race/ethnicity for 4th grade students is not available for math.

\*Students with English Learner status excluded <sup>[7]</sup>

SOURCE: Maine Assessment and Accountability Reporting System (MAARS), <https://lms.backpack.education/public/maine>



# 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.

The achievement gap refers to the difference in academic performance or educational attainment between groups of students, examined here by student socioeconomic status, gender, and race/ethnicity. While early intervention is key in closing achievement gaps, making sure that gaps are addressed before high school is crucial in order to improve student graduation rates and proficiency at graduation.

The following data are based on eMPowerME results from 2018:

- 53% of all Maine 8th graders were proficient in reading in 2018, a 5 percentage point increase since 2016. 39% of all Maine 8th graders were proficient in math in 2018, a 4 point increase since 2016.
- Students who are not economically disadvantaged achieved much higher rates of proficiency in 2018 in reading (62%) and math (50%) than students who are economically disadvantaged (39% in reading and 23% in math). Since 2016, the achievement gap in reading has not changed, however, both groups' performance increased by 4 points. The gap widened in math from 23 points in 2016 to 27 points in 2018 due to higher proficiency gains among not economically disadvantaged students.
- Female students achieved a much higher rate of proficiency in reading (61%) compared to male students (45%), and also demonstrated a slightly higher rate of proficiency in math (39% compared to 38% for male students). Males have been narrowing both the reading and math proficiency gaps with female students by 1 point each year since 2016.
- Asian students achieved a much higher rate of proficiency in math (60%) compared to other racial/ethnic groups.

## REGIONAL COMPARISONS:

8TH GRADE READING PROFICIENCY:

MAINE  
**36%**

NEW ENGLAND  
**39%**

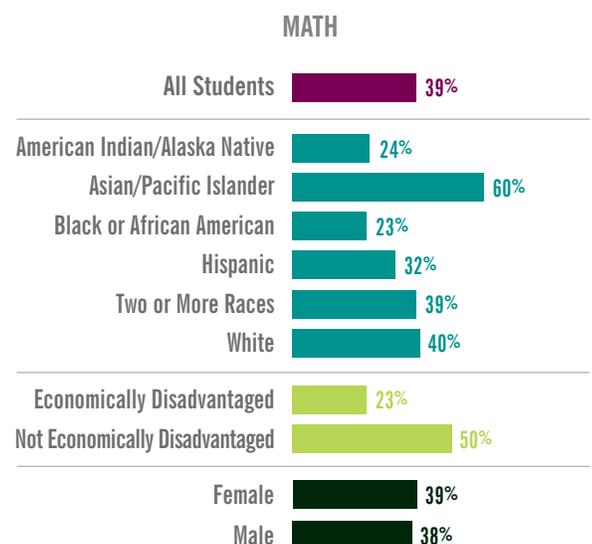
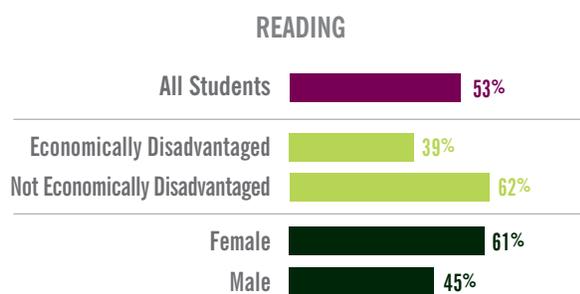
8TH GRADE MATH PROFICIENCY:

MAINE  
**34%**

NEW ENGLAND  
**38%**

The National Assessment of Education Progress (NAEP) offers a second set of data useful in comparing proficiency of Maine students with regional and national student proficiency levels.<sup>61</sup>

## 8TH GRADE PROFICIENCY BY STUDENT SUBGROUP, 2018\*



Disaggregated proficiency data by race/ethnicity for 8th grade students is not available for reading.

\*Students with English Learner status excluded <sup>[7]</sup>

SOURCE: Maine Assessment and Accountability Reporting System (MAARS), <https://lms.backpack.education/public/maine>



# HIGH SCHOOL ACHIEVEMENT

Achievement in high school is measured by both the SAT and graduation rates (high school completion). Maine has set lofty goals for high school proficiency in the coming years, particularly in math, to ensure students are prepared for postsecondary education and the workforce. It's essential to target and address the needs and barriers to success for diverse student subgroups if we hope to move these numbers and close enduring gaps.

The following data are based on SAT results from 2018:

- 57% of all Maine 11th graders were proficient in reading in 2018, a 3% decrease since 2016. 35% of all Maine 11th graders were proficient in math in 2018, a rate that has remained unchanged since 2016.
- Students who are not economically disadvantaged achieved much higher rates of proficiency in 2018 in reading (67%) and math (43%) than students who are economically disadvantaged (40% in reading and 19% in math). Since 2016, the achievement gap has widened by 2 points in reading and 1 point in math.
- Female students achieved a higher rate of proficiency in reading (60%) compared to male students (54%), while male students achieved a higher rate of proficiency in math (36% compared to 33% for female students). Gaps have decreased slightly in reading since 2016 as the performance of both males and females declined (slightly more for females) and widened slightly in math due to a small decline in the rate of proficiency for females.
- The gap in HS graduation rates between economically disadvantaged (78%) and not economically disadvantaged students (95%) was 17 points, unchanged since 2012.

## REGIONAL COMPARISONS:

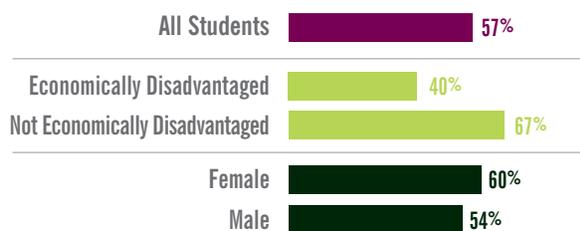
2018  
HIGH SCHOOL  
GRADUATION  
RATES <sup>[8]</sup>

MAINE  
**87%**

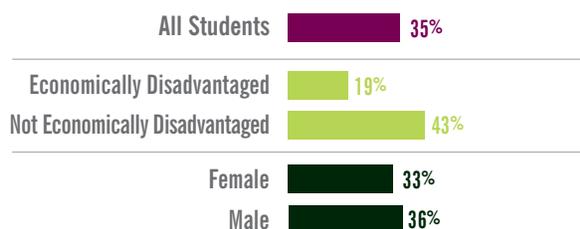
NEW ENGLAND  
**88%**

### 11TH GRADE PROFICIENCY BY STUDENT SUBGROUP, 2018

#### READING

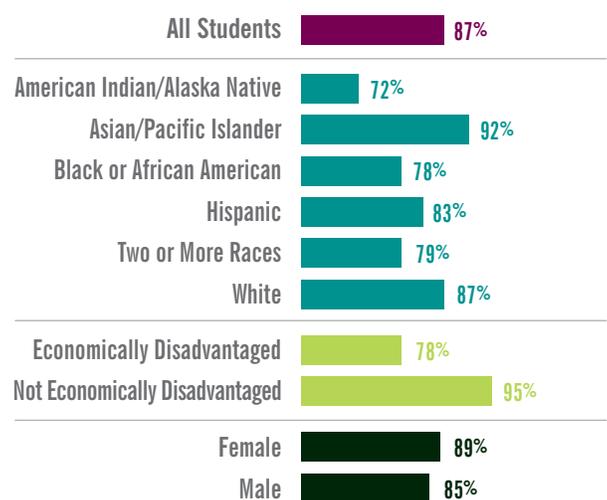


#### MATH



SOURCE: Maine Assessment and Accountability Reporting System (MAARS), <https://lms.backpack.education/public/maine>

### MAINE 4-YR HIGH SCHOOL GRADUATION RATES, 2018



SOURCE: Maine DOE Data Warehouse, <https://www.maine.gov/doe/data-reporting/reporting/warehouse/graduation-dropout-data>

# POSTSECONDARY

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

## THE BIG PICTURE

In 2019 a high school diploma is simply not enough. More 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.

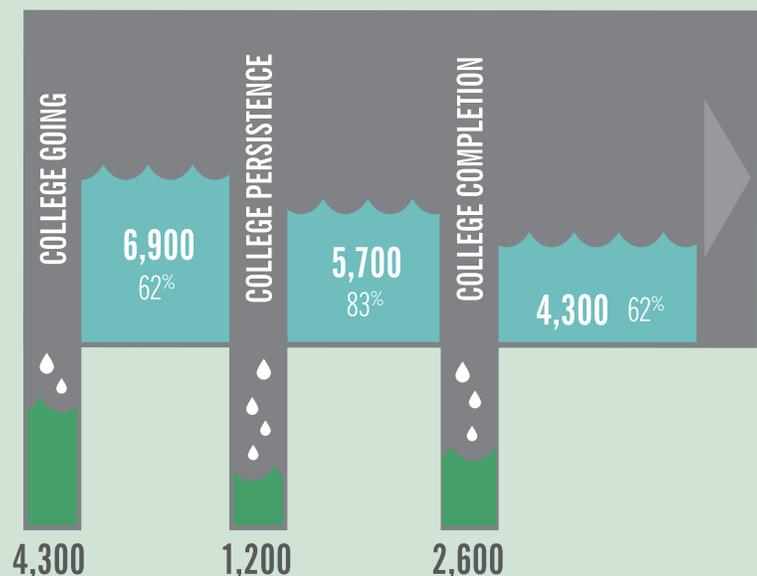
## THE NUMBERS

- 62% of Maine high school graduates enroll in college within one year of graduation and 83% of Maine students return for the second year of college.
- 62% of first-time, full-time Maine college students complete their degree within 150% of the normal program time.
- In 2016-2017, the average net price of college for Maine students was \$16,719 (38% of per-capita income) and the average student debt was 16% of per-capita income.
- 45% 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, the price of college (and other credentials of value) need to be made more affordable to 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.

- 62% of Maine high school graduates enroll in college within a year of graduation
- The gap in college-going rates between economically disadvantaged (50%) and not economically disadvantaged students (75%) was 25 points.
- 83% of all Maine students return for the second year of college, 74% of economically disadvantaged students return.

## WHERE WE ARE

62% OF STUDENTS ENROLL IN COLLEGE WITHIN ONE YEAR OF GRADUATING FROM HIGH SCHOOL

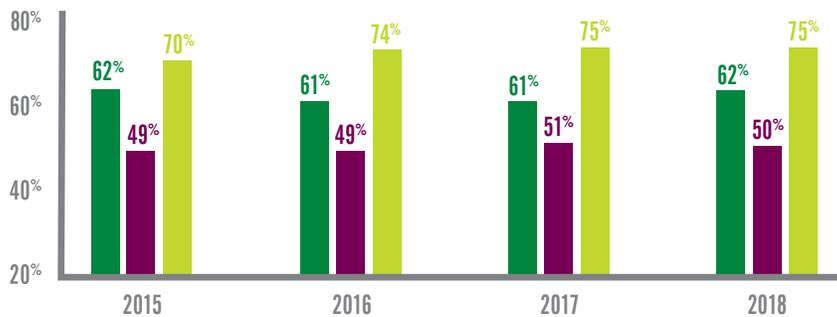
83% OF MAINE FIRST-YEAR STUDENTS RETURN FOR THE SECOND YEAR OF COLLEGE

## 2019 GOALS

66% OF STUDENTS WILL ENROLL IN COLLEGE WITHIN ONE YEAR OF GRADUATING FROM HIGH SCHOOL

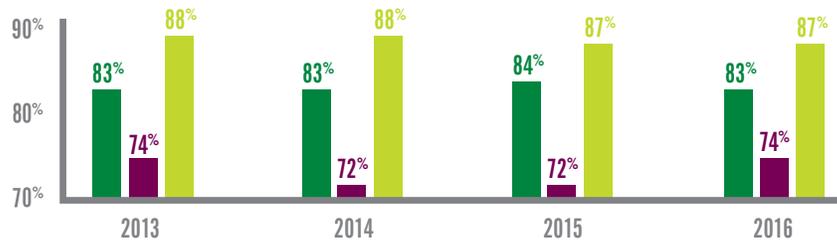
88% OF MAINE FIRST-YEAR STUDENTS WILL RETURN FOR THE SECOND YEAR OF COLLEGE

### COLLEGE ENROLLMENT WITHIN ONE YEAR OF HIGH SCHOOL GRADUATION



MAINE ECONOMICALLY DISADVANTAGED NOT ECONOMICALLY DISADVANTAGED

### FIRST TO SECOND YEAR COLLEGE PERSISTENCE



MAINE ECONOMICALLY DISADVANTAGED NOT ECONOMICALLY DISADVANTAGED

SOURCE: Maine DOE Data Warehouse, [www.maine.gov/doe/data-reporting/reporting/warehouse/NSC-2018](http://www.maine.gov/doe/data-reporting/reporting/warehouse/NSC-2018)

## REGIONAL COMPARISONS:

CLASS OF 2018 COLLEGE ENROLLMENT RATE

MAINE **62%**

NEW ENGLAND **66%**

CLASS OF 2016 COLLEGE PERSISTENCE RATE <sup>[8]</sup>

MAINE **83%**

NEW ENGLAND **84%**



# COLLEGE COMPLETION

College completion opens many doors for Mainers entering the workforce. Mainers with a college degree are eligible for more and higher paying jobs than those who do not complete college. This report uses data from the New England Secondary School Consortium (NESSC) to measure college completion, including transfer students finishing their degree at a different institution. For the purposes of this report, college completion is counted as 150% of the normal program time.

- 62% of first-time, full-time Maine college students complete their degree.
- 45% of economically disadvantaged Maine college students complete their degree compared with 70% of their peers who are not economically disadvantaged.
- 65% of New England college students complete their degree.

## WHERE WE ARE

62% MAINE, 65% NEW ENGLAND

## 2019 GOALS

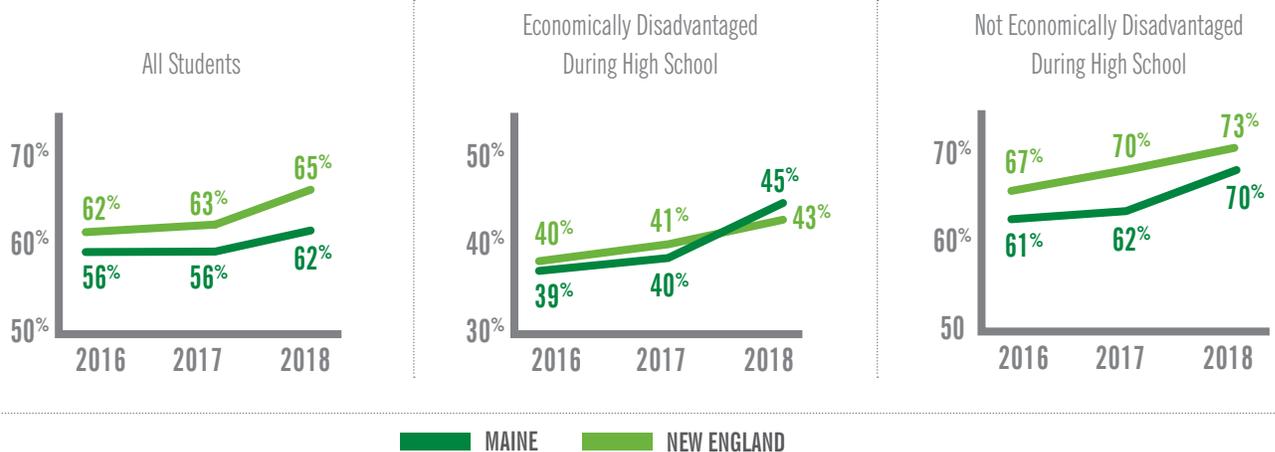
CLOSE THE COLLEGE COMPLETION GAP WITH NEW ENGLAND

STUDENTS WHO DO NOT COMPLETE COLLEGE ARE

# 3X

MORE LIKELY THAN COLLEGE GRADUATES TO DEFAULT ON THEIR STUDENT LOANS.<sup>[10]</sup>

## COLLEGE COMPLETION RATES



SOURCE: New England Secondary Schools Commission, *Common Data Project Annual Report*, [www.newenglandssc.org/resources/common-data-project](http://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 they graduate. In order to be competitive in an increasingly educated marketplace, college needs to be more affordable for Maine students, closing the affordability gap with New England.

- In Maine in 2016-2017, the average net price of college for students was \$16,719 (38% per-capita income) and average student debt (\$6,941) was 16% of per-capita income.
- In New England in 2016-2017, the average net price of college was \$21,453 (34% of per-capita income) and the average student debt (\$7,526) was 12% of per-capita income.

## WHERE WE ARE

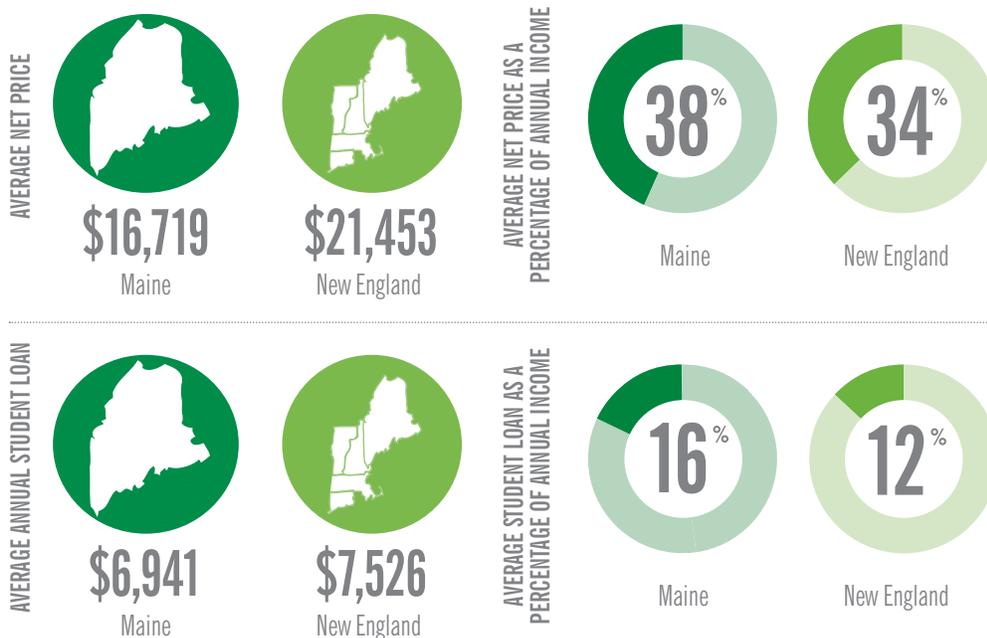
MAINE COLLEGE COST IS 38% OF PER CAPITA INCOME ON AVERAGE VS NEW ENGLAND COLLEGE COST OF 34% OF PER CAPITA INCOME

MAINE DEBT LOAD IS 16% 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 (2016-2017)



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

## MAINE RANKS

# 8<sup>th</sup>

HIGHEST IN THE NATION IN AVERAGE STUDENT DEBT (\$32,676) AND

# 15<sup>th</sup>

IN THE PROPORTION OF GRADUATES WITH DEBT (58%) AMONG STATE RESIDENTS WHO COMPLETED BACHELOR'S DEGREES IN 2018.<sup>[11]</sup>



# MAINERS WITH POSTSECONDARY CREDENTIALS OF VALUE

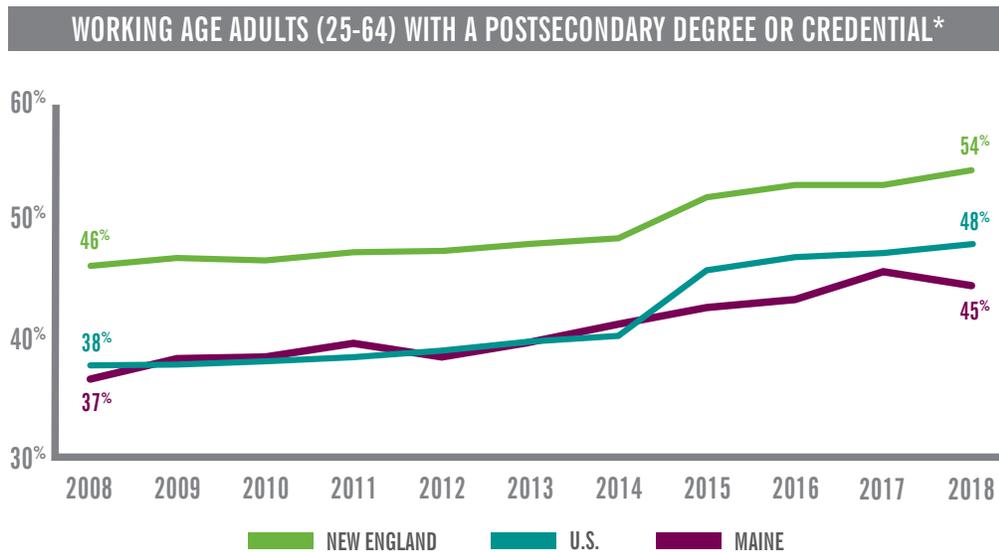
To meet the needs of Maine’s current workforce, most employees will need to obtain a postsecondary credential of value in addition to their high school diploma. Postsecondary credentials of value include college degrees, skilled trade credentials, and professional certificates. Educate Maine and MaineSpark set a goal that 60% of Mainers will hold a postsecondary credential of value by 2025. We have reached our goal of 44% by 2019, but still have some work to do in order to achieve our state-mandated goal of 60% of Mainers with a postsecondary degree by 2025.

## WHERE WE ARE

MAINE 45%, NEW ENGLAND 54%

## 2019 GOALS

44% OF MAINERS WILL HOLD A POSTSECONDARY CREDENTIAL OF VALUE



\*Credential estimates included for 2015-2018

SOURCE: U.S. Census Bureau, American Community Survey 1-Year Estimates (Table B15001) for degree data; Lumina Foundation, A Stronger Nation, <http://strongernation.luminafoundation.org/report/2019> for credential estimates.

# 66%

TWO-THIRDS OF HIGH-WAGE, IN-DEMAND MAINE JOB OPENINGS FROM 2016-2026 WILL REQUIRE POSTSECONDARY EDUCATION BEYOND HIGH SCHOOL.<sup>[12]</sup>

# WHAT CAN WE DO TO REACH OUR GOALS?

## Select Strategies from the Educate Maine Policy Brief Series

### Educate Maine's “Helping Diverse Students Thrive”

- Identify and eliminate discriminatory school policies.
- Develop and incorporate culturally inclusive curriculum.
- Provide implicit bias training to teachers and staff.
- Support salary increases, loan assistance, and loan forgiveness programs for new educators.

### Educate Maine's “Getting Ready for High-Paying Careers in Maine”

- Encourage business, government and nonprofit leaders to be actively involved in their local schools—providing mentoring, internships, summer jobs, open houses; and contributing equipment and money for technical courses.
- Provide Career and Technical Education (CTE) courses in computer programming, nursing, pre-engineering, construction, and other subjects as a part of every student’s education.
- Ensure guidance counselors understand and communicate the variety of pathways available for good-paying jobs in Maine.

### 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 after school 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.

### Check out MaineSpark’s innovative programs offered by their coalition members

- “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”

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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.

## MISSION STATEMENT

Educate Maine champions career readiness by increasing the educational attainment of Maine people, enabling all students to succeed in postsecondary education and in the workplace.

## EQUITY STATEMENT

All Maine people must have access to a quality education that provides them with the knowledge and skills required for a career and economic success. Education opportunities should not depend upon geography, income, gender identity, sexual orientation, age, race or ethnicity. Ensuring access and removing barriers will lead to greater equity, a stronger economy, and will allow Maine to achieve our common and state mandated goal: by 2025, 60% of Mainers will hold education and workforce credentials that position Maine and its families for success.

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