



How Public Universities Can Promote Access and Success for All Students

By Antoinette Flores September 9, 2014

Higher education has long been a path to economic security, and this is especially true for low-income students, first-generation college students, and students of color. Current demographic trends show that non-Hispanic whites will no longer comprise a majority of the U.S. population by 2050, when they will make up just 47 percent of the population.¹ Already, half of all U.S. births are children of color.² At the same time, middle-class earnings have stagnated, and poverty is becoming more widespread.³ As the population continues to change, it is increasingly important to future economic security that degree-attainment rates reflect the nation's changing demographics.

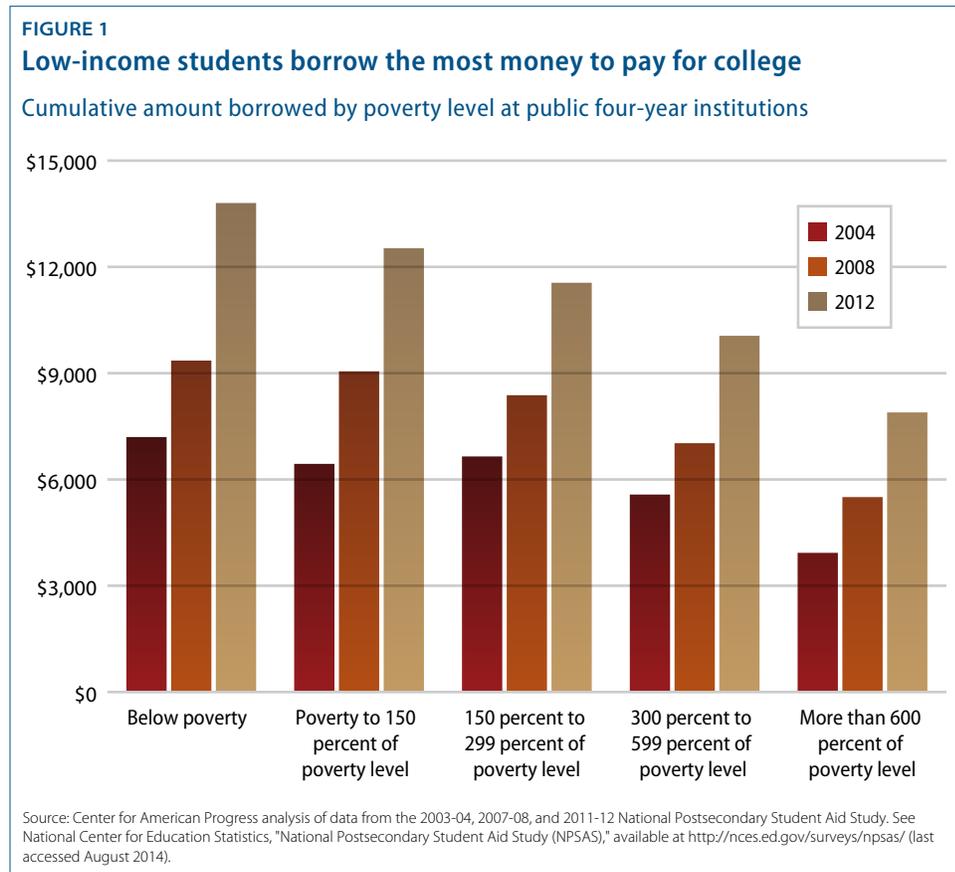
The nation's public universities—a key vehicle of upward mobility—must do more to even the playing field for all students. As it currently stands, students from the least advantaged populations earn degrees at a lower rate and are burdened with a greater portion of debt than their peers.⁴ However, some standout public universities are reversing these trends by committing to need-based funding, offering successful student support programs, and providing institutional leadership. As both communities of color and the poverty rate continue to grow, it is economically imperative to improve the value of college for the least advantaged students.

Unequal degree attainment and higher debt

While access to higher education has increased overall, students of color and low-income students experience higher student loans and time-to-degree levels and lower degree attainment than their peers.⁵

Students from families at or below the federal poverty level lack financial resources and, on average, borrow the most to pay for college.⁶ Despite dramatic increases in funding for the need-based federal Pell Grant program in recent years,⁷ declining state investment in higher education—another important source of need-based aid and institutional revenue—has made college less affordable, particularly for lower-income families.⁸ The ensuing increases in tuition and fees have decreased the share of tuition covered by Pell Grants, leaving students with a higher degree of unmet financial need.⁹

In other words, college is becoming less affordable for the population with the greatest need for a path to the middle class. At public four-year institutions, students from the lowest income group need to borrow almost twice as much as students from the highest income group to fund their education.¹⁰ This disproportionately affects students of color, since blacks and Latinos are more likely to fall in lower income categories than whites.¹¹



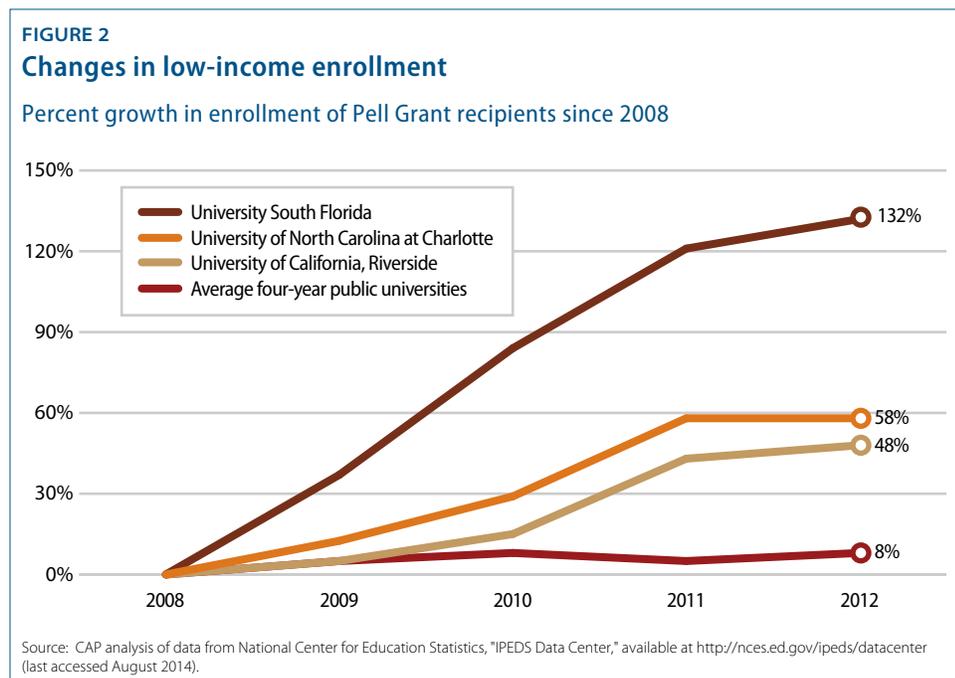
Furthermore, students of color, first-generation college students, and low-income students take longer to graduate, which increases borrowing across their academic careers. At public four-year institutions, 61 percent of incoming white, first-time students attain a bachelor's degree in five years, compared with just 46 percent of black students and 49 percent of Latinos.¹² Black and Latino students are also more likely to leave school without completing a degree, with more debt, and—presumably—without the reward of increased earnings in the workplace.¹³ Similarly, students from the lowest income group are 30 percent less likely to attain a bachelor's degree in five years than the highest income group and are almost three times more likely to leave without a degree.¹⁴ This affects students' incomes for the rest of their lives: A working adult with a bachelor's degree earns an average of \$18,000 more per year than an adult worker with only some college education.¹⁵

In other words, the populations with the greatest need are burdened with high levels of debt without the promise of a degree. Given projected demographic changes in the United States, public universities must do a better job of graduating all students at a lower cost.

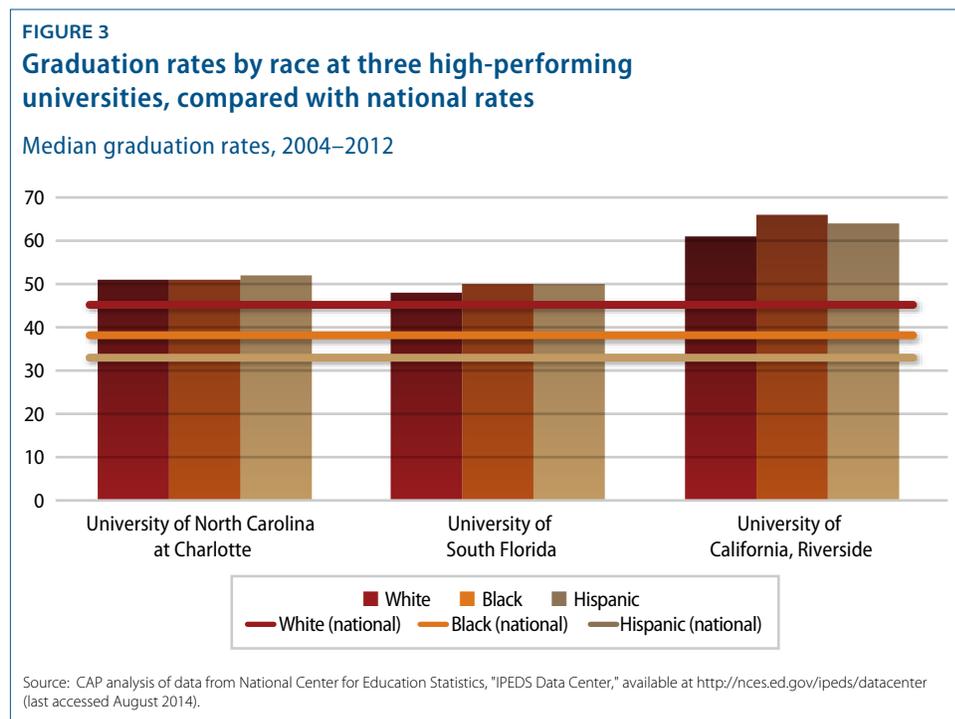
Public universities that defy the odds

Despite these disheartening statistics, some universities have successfully closed graduation gaps across demographic groups while raising their percentage of low-income students, achieving increases in both access and equal degree attainment. This issue brief examines three such universities—the University of California, Riverside, or UCR; the University of South Florida Tampa campus, or USF; and the University of North Carolina at Charlotte, or UNCC—and assesses some of the policies behind their positive outcomes. Sustained university-wide commitments to the success of all students and to the provision of need-based aid and student support programs have helped accomplish this goal.

Across all four-year public universities, a median of 40 percent of students received Pell Grants in 2012—an increase of just 8 percent since 2008.¹⁶ In contrast, the three high-performing universities discussed below have all increased their percentages of Pell Grant recipients at significantly higher rates over the same period: UCR increased enrollment of Pell Grant recipients by 48 percent, to 59 percent of total enrollment; USF's share increased by 132 percent, to 44 percent of total enrollment; and UNCC's share increased by 58 percent, to 38 percent of total enrollment.¹⁷



Additionally, each university has maintained a graduation gap across demographic groups that is near or below zero. Nationally, from 2004 to 2012, incoming white students at four-year public universities were an average of 12 percent more likely to graduate than black students and 7 percent more likely to graduate than Latino students.¹⁸ However, at UCR, black and Latino graduation rates were 6 percent and 3 percent higher, respectively, than white graduation rates. At USF, the graduation rate for both black and Latino students was approximately 2 percent higher than that of white students. The average graduation rate at UNCC was approximately 51 percent across all racial groups.¹⁹ These three successful universities have minimized graduation gaps across demographics while also increasing overall graduation rates.²⁰



Based on interviews with relevant staff from each university, this issue brief details some of the actions behind the positive results.

Commitment to need-based funding at the federal, state, and institutional levels

All three high-performing universities indicated that a mix of federal, state, and institutional financial support was crucial to increasing access and degree attainment for low-income students and students of color.

A commitment to providing need-based funding was one of the top reasons cited for USF's improved graduation rates, decreased graduation gaps, and increased enrollment of Pell Grant recipients.²¹ USF has doubled its share of Pell Grant-eligible students and increased graduation rates by 10 percent since 2008—changes that came after the university led a Student Success Task Force to address student retention, graduation rates, and financial indebtedness.²²

Recruiting college-ready students who are also first-generation college students, have limited incomes, and/or are students of color requires an institutional investment to increasing student funding, according to Vice Provost for Student Success Paul Dosal, who spearheaded the USF task force. Billie Jo Hamilton, assistant vice president for enrollment and planning management, added that USF has made a concerted effort to distribute its limited need-based grant money in a way that at least covers students' direct costs, including tuition and fees, room and board, and books. Despite tuition increases, USF has tried to increase need-based financial aid to offset costs for its neediest students. The Florida state legislature mandated that public universities must use 30 percent of tuition money for need-based aid, but USF President Judy Genshaft decided to increase that funding level to 40 percent. In addition, USF has also used tuition revenue to increase merit-based scholarships.

At UCR, 59 percent of the student body is eligible for the Pell Grant program and 60 percent are first-generation college students. According to Assistant Provost Bill Kidder, a high level of financial support was an important component of these outcomes, and the university “puts its dollars where its values are.”²³ The University of California, or UC, system's need-based aid pool is several times larger than the value of the Pell Grants received by its students. Kidder says that “the large institutional commitment from the UC basically means making choices about directing undergraduate student tuition to low-income students.” California students are also eligible for the need-based Cal Grant program. These three sources of aid provide a robust infrastructure of support for low-income students, which Kidder says has contributed to higher enrollment of low-income students at UCR and across the UC system. The aid support has also translated into degree attainment: UCR's Pell Grant recipients graduate at the same rate as high-income students, a trend that has held across several cohorts of freshmen.²⁴

While UNCC did not explicitly point to need-based aid as a strategy to improve graduation rates, Director of Financial Aid Bruce Blackmon indicated that it is important to students.²⁵ In addition to the federal Pell Grant, North Carolina provides two separate funds—the North Carolina Education Lottery Scholarship and the UNC Need Based Scholarship—for students whose incomes are barely eligible or just above eligibility for Pell Grants. The North Carolina state legislature also mandated that some student-fee revenue must go to an in-house tuition-assistance grant. UNCC targets those funds based on unmet need for each incoming class and awards aid based on a matrix that targets all students until the money runs out. Although there is never enough to fund everyone, the combination of Pell Grants, state grants, institutional funding, and subsidized loans brings most students within the range of affordability.

While this financial support is critical to improve higher-education access for low-income students and students of color, decreasing state funding for public universities has led to equal increases in tuition. All three universities discussed above are in states that have cut higher-education funding since 2008.²⁶ For example, Florida halved its main merit-based scholarship, Bright Futures, for the 2014–15 school year. USF Vice Provost Dosal worries that these cuts will affect the high-ability, low-income students who rely on the Bright Futures scholarship as much as the Pell Grant.²⁷ USF has tried to adjust funding to make up for the gap but has been unable to do so. If Pell Grant funding is also cut, Dosal says, USF would be unable to support the academic progress of its students—particularly those who are most needy. According to Hamilton, replacing a grant with a loan for low-income students would potentially limit access and prevent low-income students from attending college.²⁸

Amid a climate of state funding cuts and rising tuition, access to need-based aid is necessary to stem the growing burden of debt on the students with the least financial resources. As all three schools have indicated, state funding toward need-based grants—in addition to state laws on the percentage of tuition that is used for need-based aid—is crucial to improve outcomes.

Student support

Aside from need-based aid, high-performing universities credited numerous student support services—programs aimed at improving student performance and attainment—with increasing graduation rates and closing graduation gaps. Earlier U.S. Department of Education evaluations of the Student Support Services program—one of eight grant programs under the federal TRIO programs—found that programs such as labs, tutoring, and workshops improved academic retention and graduation.²⁹ Many of the support services in this issue brief were targeted at incoming freshmen. Offering support to students—particularly low-income students, first-generation college students, and students of color—as soon as possible is critical to retention and degree attainment.

Summer bridge

All three universities in this brief credit summer bridge programs—accelerated summer programs targeted toward incoming students who are underprepared for fall courses—with helping these students succeed. Numerous studies have shown that summer bridge programs improve enrollment, retention, and student satisfaction rates.³⁰

UNCC has the longest-standing program—the University Transition Opportunities Program, or UTOP, now in its 28th year of existence.³¹ The program involves incoming freshmen from underrepresented groups in a rigorous six-week college experience.

UTOP participants' first-to-second-year retention rate is 12 percent higher than that of all other first-time college students at UNCC, and they have a higher graduation rate as well. The Freshman Summer Institute, USF's summer bridge program—aimed at first-generation college students and limited-income families—has also been successful. Participants' early advantage has led to a 90 percent first-to-second-year retention rate, compared with 81 percent for all students.³² UCR's Summer Bridge program for low-income, Hispanic, and transfer students seeks to help students catch up in core subjects and familiarize them with university services.

First-year transition programs

All three universities also frequently credited support during a student's first year with increasing his or her success. Previous Center for American Progress research found that the use of learning communities—groups of students with shared values who actively engage in learning together—could improve outcomes for students, particularly for institutions that serve high percentages of students of color.³³ The evidence provided by the universities support this claim.

At USF, the student support initiative looked closely at potential barriers to students' academic progress and recommended instituting a professional advising system and increasing the number of advisors.³⁴ The 2009 student success task force also identified first-year programs and orientation as one of the areas in need of improvement. The university focused on the range of students' entry points to set them on the right path from their first moments on campus. This meant requiring freshmen to live on campus, improving opportunities for on-campus employment, and encouraging students to be involved and engaged. According to Vice Provost Dosal, these kinds of supports could easily be implemented at other institutions at a cost that certainly would be worth the improved outcomes, given adequate financial support and institutional commitment.

UCR points to its large supplemental learning program that assists students who arrive on campus less academically prepared than others as an important contributor to its success.³⁵ UCR also mentioned its first-year Learning Communities program that focuses specifically on science majors and offers increased access to low-income, first-generation college, and underrepresented students. The approach is increasing retention rates in the science, technology, engineering, and math, or STEM, majors and yielding graduation rates of 55 percent to 65 percent, compared with the national average of 40 percent for STEM majors. The supplemental learning program and first-year learning communities help give students from underserved backgrounds a fair chance.

UNCC Provost Joan Lorden also indicated that the transition from high school to college is particularly important for first-generation college students, and in addition to the UTOP program, the university offers learning communities by major and freshmen-specific seminars.³⁶ Lorden points to UNCC's unique history as one of the reasons why it has enjoyed such success. The school started as a two-year community college and transitioned to a four-year community college in the 1960s. Two-year community colleges are much more likely to enroll underserved populations, students of color, and lower-income students than four-year universities. As such, they are accustomed to meeting the special needs of these populations. Given this history, UNCC enrolls about the same number of transfer students and new freshmen each year, many of whom are from community colleges. This makes the university's success even more impressive, since students from community colleges are much less likely to complete a bachelor's degree.³⁷

Diverse student populations

To provide the greatest degree of student support, it is important for administrators to understand the student body and the needs of the various populations within it. With respect to race and ethnicity, UCR Assistant Provost Kidder points to “critical mass” as an important factor in students' overall success, in addition to providing a welcoming environment and setting high expectations for all students:

On some other campuses, if African American students are a small percentage of the student body, they see that when they walk across campus and feel it in the classroom, which can be a contributing factor to decreased success, whereas at UCR, there is more of a critical mass, a circumstance where success begets more success.³⁸

At UCR, he says, academic excellence and diversity support each other.

USF is implementing an analytics platform that will allow it to identify barriers unique to particular groups of students and to identify solutions to ensure their success.³⁹ However, in a time of declining higher-education funding, universities often have to make trade-offs. At USF, for example, a decline in state funding prevented the school from improving its faculty-to-student ratio. Adequate funding is required to effectively support the programs and the staff required to run them.

Public universities often explain disparities in student performance as a result of differences in income, academic preparation, and the cultural capital of students. These examples show that targeting programs to address such different populations' needs can change and even equalize student success regardless of student background.

Institutional leadership

Lastly, representatives from all three high-performing universities included in this brief emphasized leadership as an important factor in improving retention and graduation rates for underserved populations. USF Vice Provost Dosal said that the changes stemmed from President Genshaft’s determination to raise the academic profile of incoming students and willingness to put money where it was needed.⁴⁰ Dosal stated that this was certainly the first step, but an overall institutional commitment must follow.

UCR Assistant Provost Kidder also pointed to the importance of an institutional commitment to supporting low-income students and students of color.⁴¹ For UCR and institutions across the UC system, that means committing to high expectations for all students, working tirelessly to create an overall positive environment, and “having a campus climate where African American and Latino students, for example, feel welcome and respected on campus.” He cites his own research, which showed that African Americans felt more respected on UCR’s campus compared with students at other research universities.⁴²

Provost Lorden said that the most important part of UNCC’s success was having staff members who care and are committed to the success of all their students.⁴³ UNCC has a high number of Pell Grant recipients, students with high financial need, and first-generation college students, so it devotes quite a lot of energy to student success overall, in addition to having specific programs for underrepresented students.

While many public universities offer robust need-based aid programs and student support services, it is strong leadership and institutional commitments to improvement that ultimately make these three universities stand out.

Conclusion

High-performing public universities play a critical role in providing a path to the middle class. Too often, however, these institutions are plagued by low retention and graduation rates—particularly for the neediest students. The examples of USF, UCR, and UNCC show that increasing access to underserved populations while improving graduation rates and reducing graduation gaps across demographics can be accomplished with the right balance of federal, state, and institutional support.

A previous CAP report titled “Public College Quality Compact for Students and Taxpayers” detailed how decreased state investment in higher education has led to decreased affordability and higher borrowing for students.⁴⁴ As discussed here, this burden of borrowing is falling on the students with the greatest need and is limiting access to higher education and—ultimately—to the middle class. The report called

for increasing student support through a combination of federal Pell Grants and state funding. Increasing student performance requires making hard choices about where to direct funding. As these case studies make clear, need-based aid and student support are worthwhile investments in student outcomes, and institutional leadership and support are imperative to successful implementation.

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Endnotes

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Improving College Affordability & Completion in Maine

*Presented to the
Joint Standing Committee on Education and Cultural Affairs
126th Maine Legislature
2nd Regular Session*

Prepared by

*Finance Authority of Maine
Maine Community College System
Maine Independent Colleges Association
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Maine Maritime Academy
University of Maine System*

March 3, 2014

EXECUTIVE SUMMARY:
Improving College Affordability and Completion in Maine

Responses from Higher Education Institutions and Organizations
March 3, 2014

The Joint Standing Committee on Education and Cultural Affairs engaged in a discussion about college affordability and completion during their consideration of LD 1703, “An Act To Increase College Affordability and the Rate of Degree Completion.” As a result, the Committee requested that the University of Maine System, the Maine Community College System, the Maine Maritime Academy, the Maine Independent Colleges Association and the Finance Authority of Maine to provide information that addresses the following questions:

1. What are the actions your system or institution is taking to create improvements in college affordability and completion? (These are actions for which no additional funding from the State is requested.)
2. What are the top four actions in priority order your system or institution would take to improve student graduation and completion that would require additional state funding?

John Fitzsimmons of MCCA, Rosa Redonnett and Ryan Low of UMS, Sue Mitchell of MMA and Bill Norbert of FAME attended the work session on LD 1703 and received this request. Following the work session the group met with Dan Walker, who represents private college associations. Although during the hearing Senator Millett, Chair of the Education and Cultural Affairs Committee, wanted one report from the stakeholders reflecting consensus by the group, after our meeting she agreed it would be very challenging trying to reach consensus among such a diverse set of institutions. It was agreed we would prepare a report reflecting our individual needs and present this report to the committee by March 3rd. President Fitzsimmons agreed to coordinate the responses and prepare a report which would use a common format for institutions’ responses for the Committee’s ease of use. (*See Appendix A on page 6 for copy of common format distributed for responses.*)

The following summary includes: first, a list of the actions already undertaken by these institutions that do not require additional State funding, and, second, the priorities and their estimated costs—*listed in priority order*—from each of the groups noted above, followed by an appendix containing their complete responses to the Committee’s request. (Appendix section begins on page 5.) Those responses include descriptions of the programs listed, the increased State funding needed to provide the program and the projected results from the program for that investment. It is important to note that what follows is not a collective priority list, though you will see some common themes.

Summary of Responses to the Questions By Institution:

1. What are the actions your system or institution is taking to create improvements in college affordability and completion? (These are actions for which no additional funding from the State is requested.)

FINANCE AUTHORITY of MAINE (FAME):

- Comprehensive college access services
- Comprehensive financial education services

MAINE COMMUNITY COLLEGE SYSTEM:

- Student Success Academies
- Investment in a new data system to monitor Student Retention & Completion
- Success in winning support from statewide and national foundations for improving Retention
- Maintain an affordable tuition for Maine residents

MAINE INDEPENDENT COLLEGES ASSOCIATION (HUSSON UNIVERSITY only):

- Has the lowest tuition of any four-year private NEASC-accredited institution.
- Engaged in a capital campaign to add \$6,000,000 to endowed scholarship pool.
- Office of Academic Support and Intercultural Services includes a Writing Center, a Learning Center, and a Center for Academic Services.

MAINE MARITIME ACADEMY:

- Increased aid for returning students
- Financial literacy program
- Center for student success
- The 5/50 program

UNIVERSITY OF MAINE SYSTEM:

- Controlling tuition costs
- Scholarships
- Innovative tuition approaches
- Incentivizing completion

2. What are the top four actions, in priority order, your system or institution would take to improve student graduation and completion that would require additional state funding?

FINANCE AUTHORITY of MAINE (FAME):

- **Increase maximum Maine State Grant award from \$1,000 to \$1,500 per student**
 - Cost: \$11,000,000 per year to serve approximately 16,000 Maine students.
- **Workforce Development Undergraduate Loan Program**
 - Cost: \$1,000,000 per year.

(See Appendix B on page 8 for complete response)

MAINE COMMUNITY COLLEGE SYSTEM:

- **Hire Student Success Counselors**
 - Cost: \$1,000,000 additional annual state appropriation to hire 15 Student Success Counselors to serve 2,000 students per year.
- **Increase funding for work study throughout the seven college system**
 - Cost: \$2,000,000 in additional annual appropriation to serve 500 students.
- **Create an Alternative Semester Scholarship**
 - Cost: \$3,600,000 annual state appropriation to serve 3,000 students.
- **Expand Student Success Academies**
 - Cost: \$800,000 additional annual appropriation to serve 500 students.

(See Appendix C on page 9 for complete response)

MAINE INDEPENDENT COLLEGES ASSOCIATION:

- None provided. For Husson University's full response,

(See Appendix D on page 12 for complete response)

MAINE MARITIME ACADEMY:

- **Restoring Maine State Grant Qualification Criteria**
 - Cost: \$190,000 for four years of increased grants for qualified students.
- **First Year Experience Coordinator**
 - Cost: \$190,000 for three years.
- **College Student Inventory**
 - Cost: \$4,700 for three years.
- **Academic Coach**
 - Cost: \$60,000 per year.

(See Appendix E on page 13 for complete response)

UNIVERSITY OF MAINE SYSTEM:

- **Preserve existing state appropriation**
 - Cost: \$10,900,000.
- **Provide additional resources for the Maine State Grant Program**
 - Cost: There is no set cost.

(See Appendix F on page 16 for complete response)

APPENDIXES

Preliminary Outline for Response to Education Committee

The Joint Standing Committee on Education and Cultural Affairs engaged in a discussion about college affordability and completion during their consideration of LD 1703, "An Act To Increase College Affordability and the Rate of Degree Completion." As a result, the Committee has requested the University of Maine System, the Maine Community College System, the Maine Maritime Academy, the Private Colleges Association and the Finance Authority of Maine to provide information that addresses the following questions:

- What are actions your system or institution is taking to create improvements in college affordability and completion? (These are actions for which no additional funding from the State is requested.)
- What are the top four actions in priority order your system or institution would take to improve student graduation and completion that would require additional state funding?

President Fitzsimmons of MCCA, Rosa Redonnet and Ryan Low of UMS, Sue Mitchell of MMA and Bill Norbert of FAME attended the work session on LD 1703 and received this request. Following the work session the group met with Dan Walker, who represents private college associations. Although during the hearing Senator Millett, Chair of the Education and Cultural Affairs Committee, wanted one report from the stakeholders' group reflecting consensus by the group, after our meeting she agreed it would be very challenging trying to reach consensus among such a diverse set of institutions. It was agreed we would prepare a report reflecting our individual needs, which may have common themes, and present this report to the committee by March 3rd. President Fitzsimmons agreed to coordinate the responses and prepare a report which would use a common format for institutions' responses for the Committee's ease of use.

Outline of possible process and timeline for response to the Committee:

Process:

- **What are actions your system or institution is taking to create improvements in college affordability and completion? (These are actions for which no additional funding from the State is requested.)**
 - Each institution provides up to four actions, using no more than a single, brief paragraph to describe each.

EXAMPLE for MCCA:

- **Student Success Academies** – Among Maine's community colleges, 3200 first-time full-time students entered degree programs in Fall 2013. Of those, 1700 required remediation. The purpose of this program would be to provide a concentrated academic preparation experience prior to a student enrolling in the fall. Students would enroll in

a student success academy if they were required to take developmental course(s) as condition of enrollment.

- **What are the top four actions IN PRIORITY ORDER your system or institution would take to improve student graduation and completion that would require additional state funding?**
 - Describe what you would do (in a single, brief paragraph for each action).
 - Describe the measurable results you expect each action would achieve and by when, how it would be measured and how many students would be affected.
 - Identify the projected cost for each action.

EXAMPLE for MCCS:

- **Student Success Counselors** – Students who receive appropriate academic advising specific to their needs are more likely to complete college. The correct help in selecting courses and navigating academic requirements can help students take the courses that will help them achieve their credential while avoiding the costly and time-consuming work of taking credits they don't need and cannot use.
- **Measurable Outcome**-MCCS will achieve a three-year success rate (Graduation, Still enrolled or Transferred to another institution) of 57% for students who enter in Fall 2013.
- **Project Cost**-The cost to hire 15 Student Success Counselors would be an additional \$1,000,0000 annual appropriation by the state.

Timeline:

- Each institution provides answers to the questions above in the format shown by noon on Thursday, 2/27. Send this information by email to Jean Mattimore at jmattimore@mccs.me.edu.
- We will create an executive summary of your responses for ease of use by the Committee with all of your detailed responses attached as you submitted them.
- We will send you a copy of the summary and all the attachments in advance of the Committee's worksession on this bill on Monday, 3/3.
- The consolidated response will be submitted to the Education Committee at their worksession on 3/3.

FAME response regarding LD 1703

#1. What actions is FAME taking to create improvements in college affordability and completion? (no additional funding requested)

FAME administers the state's higher education finance programs. Through a variety of grant, scholarship, loan, and loan repayment programs, FAME helps Maine students and families meet the costs associated with higher education. In addition to the state's finance programs, FAME administers federal and community-based programs related to paying for higher education.

FAME is committed to providing comprehensive college access and financial education services to students and schools throughout the state of Maine. We educate students, families, counselors and advisors on how to pay for higher education through free workshops, materials, trainings and web resources.

#2. What are the top (up to four) actions (in order of priority) FAME would take to improve student graduation and completion that would require additional state funding?

A. FAME respectfully requests increased funding of the Maine State Grant, Maine's only widely available need-based grant for undergraduate study. State appropriations used for the grant have been reduced twenty-one percent over the past ten years, and this has come at a time when tuition and college costs are outpacing inflation. \$11 million in additional funding each year of the biennium to enhance the grant would allow an increase in maximum grant awards from \$1,000 to \$1,500 per student. Current estimates indicate FAME could fund approximately 16,000 Maine students. Our ultimate goal is to increase funding to the level where, combined with a Pell Grant, the Maine State Grant would cover the costs for a Maine student's tuition and fees at a Maine Community College.

B. FAME proposes the creation and funding by the Legislature of a Workforce Development Undergraduate Loan Program. The program would be tied to Department of Labor statistics regarding workforce needs. We respectfully request additional funding of \$1 million per year. We would eliminate the Educators for Maine Program and make teachers eligible for workforce development loan forgiveness consideration, if appropriate.

MAINE COMMUNITY COLLEGE SYSTEM

Top 4 steps MCCS is taking to address College Affordability & Completion (*within existing resources*)

- **Student Success Academies**
 Among Maine’s community colleges, 3,200 first-time full-time students entered degree programs in the fall of 2013. Of those, 1,700 required remediation. The purpose of this program is to provide a concentrated academic preparation experience prior to a student enrolling. Students enroll in a Student Success Academy if it is required that they take a developmental course(s) as a condition of enrollment. Incorporated into the program is a “First Year Experience” course which includes topics regarding career decision making, financial literacy, individualized academic mapping, study skills, etc. MCCS is currently committing resources to serve at least 500 students annually.
- **Investment in a new data system to monitor Student Retention & Completion**
 MCCS committed college resources and won a grant from the John T. Gorman Foundation for \$131,000 that includes support to build a new data collection system that will allow each college to closely monitor students and see trends affecting student retention and completion as they are developing. A recent MCCS report clearly identified certain groups of students who had a high potential for not completing college. Once fully implemented, the colleges will have the concrete data needed to develop a strategy to address the problem.
- **Success in winning support from statewide and national foundations for improving Retention**
 MCCS won a grant for \$300,000 from the Kresge Foundation to implement the *Achieving the Dream Program (ATD)* in Maine. *ATD* is offered in 140 community colleges across the nation and offers a data management driven approach to identifying students who are at high risk for not completing college, and provides a process to engage the full college community in developing strategies to address the issues. The grant from the John T. Gorman Foundation referenced earlier also provides funding to survey college non-completers to ascertain why they dropped out. The comprehensive statewide research project on retention details the challenges for improving retention of students for Maine’s community colleges, and offers best options.
- **Maintain an affordable tuition for Maine residents**
 The MCCS has made a concerted effort to offer a tuition rate that was within reach of Maine people. After more than a decade of freezing tuition, or of slight tuition increases, the MCCS has the lowest tuition rate of any institution in New England. Our tuition - \$2,640 – has opened the doors of higher education to thousands more Maine people and yet in spite of this low tuition, 83% of our students need financial aid.

Opened the doors of higher education to thousands more Maine people and yet in spite of this low tuition, 83% of our students need financial aid.

IN PRIORITY ORDER, the top 4 actions the MCCS would take to improve student graduation and completion (*additional state funding required*)

1. Hire Student Success Counselors

Students who receive appropriate academic advising specific to their needs are more likely to complete college. With more than 50% of our student body being the first in their family to go to college, having support to navigate the academic landscape is crucial to their success. A recent grant from the Kresge Foundation to address the 200,000 Mainers who have some college but no degree included student success counselors and the results are impressive. Seventy-nine percent of the students enrolled in the program graduated. MCCS would hire 15 student success counselors who will manage a total case load of 2,000 students a year.

Measurable outcome:

- MCCS will achieve a three-year success rate (Graduated, Still Enrolled or Transferred to another institution) of 65% for students who enter in Fall 2014 and receive these services.

Project cost:

- The cost to hire 15 Student Success Counselors would require an additional \$1,000,000 annual state appropriation.

2. Increase funding for work study throughout the seven college system

Currently 80% of the students enrolled in Maine's community colleges are employed full or part-time. This fact leads to extraordinary stress on a student's ability to juggle school and work. Many community college students choose to take fewer credits and push graduation out three to four years or longer because of the financial challenges they are facing. Within a college campus there is an abundance of meaningful work to be done from assisting with admissions, supporting faculty, ongoing maintenance and special projects. Increasing state work study funds to compliment federal work study funds would have a very positive impact on a student's ability to finance their higher education and reduce college debt.

Measurable outcome:

- An additional 500 students would have access to work study funds. These students would generate 200,000 hours of work throughout the seven college system.

Project cost:

- The cost to serve 500 more students annually throughout the MCCS would require an additional \$2,000,000 in annual state appropriation.

3. Create an Alternative Semester Scholarship

In 2011, the federal government did away with making Pell Grants available for students enrolling in the summer semester. This has had a serious impact on the ability of students to complete college on time, and on laid off workers who are looking for retraining. At a time when Maine needs more of its citizens with college degrees, we are under utilizing our current facilities.

Measurable outcome:

- The MCCS could accommodate at least 3,000 students each summer with students taking an average of nine credits during a summer semester.

Project cost:

- The cost to serve 3,000 students with scholarships that cover tuition, fees, and books that average \$1,200 per student (9 credits) would require an additional \$3,600,000 annual state appropriation.

4. Expand Student Success Academies

Among Maine's community colleges, 3,200 first-time full-time students entered degree programs in Fall 2013. Of those, 1,700 required remediation. The purpose of this program is to provide a concentrated academic preparation experience prior to a student enrolling in the fall. Students enroll in a Student Success Academy if they are required to take a developmental course(s) as a condition of enrollment. MCCS is currently committing resources to serve 500 students annually. The expansion plan would be to increase the capacity of the Student Success Academies to serve an additional 500 students so that the colleges could serve a total of 1,000 students each summer.

Measurable outcome:

- Increase the retention rate for the MCCS by 15% to a statewide average of 65%. This project would lead to at least 150 additional students graduating each year. If one looks at the lifetime earnings of a person with an associate degree as compared to someone with only a high school diploma (\$450,000), it means an additional \$67,500,000 in earnings for Maine people.

Project cost:

- The cost to serve an additional 500 students annually throughout the MCCS would require an annual state appropriation of \$800,000.

HUSSON UNIVERSITY

(Maine Independent College Association)

What are actions your institution is taking to create improvements in college affordability and completion?

Affordability

Husson University has the lowest tuition of any four-year private NEASC-accredited institution. Average tuition for a student enrolled full time in a B.S. program is \$15,717 per year (31 credit hours).

94% of Husson University students receive some type of financial aid, and 40% are first-generation college students. Nearly 45% of our students are eligible for the Pell Grant

Husson University is currently engaged in a capital campaign with a goal of adding \$6 million to our endowed scholarship pool. We also award \$6 million dollars annually in discount funds.

Husson has been cited in external reviews for lean management and high productivity.

Completion

OASIS Center – OASIS, or Office of Academic Support and Intercultural Services is made up of three parts;

The Writing Center serves as a resource to all students to strengthen writing skills. They do informational workshops and provide on-line access to writing consultants for students enrolled at our satellite campuses.

The Learning Center, a tutoring resource staffed by faculty and students, offers tutoring in general areas of study such as college mathematics, statistics, chemistry, physics, anatomy, psychology. There are also tutors available with experience in degree specific classes.

The Center for Academic Services provides student services and help with tutoring and study skills. Specific areas addressed are implementation of orientation for first-year and transfer students, services for students with disabilities, services for veterans, coordination of first-year student success course, study skills and time management advising, academic advising for undeclared students, assistance with adjustment to college and early intervention strategies

Measureable outcome – Currently, 80% of at risk (undeclared or under prepared) students now continue successfully into their 3 third semester.

Maine Maritime Academy

Preliminary Outline for Response to Education Committee

The Joint Standing Committee on Education and Cultural Affairs engaged in a discussion about college affordability and completion during their consideration of LD 1703, “An Act To Increase College Affordability and the Rate of Degree Completion.” As a result, the Committee has requested the University of Maine System, the Maine Community College System, the Maine Maritime Academy, the Private Colleges Association and the Finance Authority of Maine to provide information that addresses the following questions:

- What are actions your system or institution is taking to create improvements in college affordability and completion? (These are actions for which no additional funding from the State is requested.)
- What are the top four actions in priority order your system or institution would take to improve student graduation and completion that would require additional state funding?

Process:

- **What are actions your system or institution is taking to create improvements in college affordability and completion? (These are actions for which no additional funding from the State is requested.)**
 - Each institution provides up to four actions, using no more than a single, brief paragraph to describe each.

MMA RESPONSE -

Increased Aid for Returning Students. Unlike many institutions where financial aid is awarded only to students as first year students and does not increase over their tenure, MMA offers many need- and merit-based scholarships to upper-class students based on their performance at the Academy. This is an incentive which rewards persistence and achievement and can off-set tuition increases as well as reduce the time students need to spend at work on and off campus which can interfere with study and exam preparation. This is in addition to merit and need-based institutional aid offered to first year students.

Financial Literacy Program. Maine Maritime Academy partnered with Camden National Bank to offer a two-part Financial Literacy program for new students and graduating seniors. After extensive planning between bank representatives and MMA Student Services and Financial Aid staff, the program was launched this year. In the fall of 2013, first year students were invited to a Financial Literacy workshop and enticed with the offer of free pizza and desserts. Camden National Bank representatives and a representative from the Finance Authority of Maine provided an entertaining and informative workshop focusing on three topics: managing credit, protecting one’s on-line and financial identity, and how student loans provide a return on investment but only with a completed degree. The 200 students in attendance were appreciative of the information, especially regarding the value of student loans and potential income enhancements for those with college degrees.

Part II is targeted at graduating seniors and the University Credit Union is joining with Camden National for this presentation. In addition to the traditional financial issues facing graduates entering the workforce, including understanding taxes, benefits, and budgeting for living expenses, the workshop planners are also offering information specific to MMA students in license programs. Due to the high earning potential for graduates in the license programs, many are considering home ownership much earlier than their peers. In addition, they are out of the country and at sea for up to six months of the year. Thus, the workshop will include information on home-buying as well as arranging for a financial power of attorney when the students are at sea. Future plans include targeting sophomores and juniors to reinforce messages from the first year and expand to include budgeting to live off-campus.

The Center for Student Success. MMA has augmented tutoring activities focused on first-year students, and, as of fall 2013, have centrally located these activities in the new Center for Student Success. Tutoring hours have increased from nine weekly hours of scheduled math help in 2007 to 27 scheduled hours and dozens of individually peer-tutored hours of math help a week. The Center is also open 24 hours a day for quiet and group study for students.

The 5/50 Program. Maine Maritime Academy has implemented an identification and early intervention strategy for at-risk, first-year undergraduate students at Maine Maritime Academy. The two-year initiative, titled the Five/50 Project, will leverage already high, campus-wide interest in student retention and on-going efforts aimed at increasing retention and graduate rates. MELMAC has provided grant funding to launch this program for the first two years. The name is derived from the goal of increasing the overall MMA graduation rate five percentage points, by raising the graduation rate of probationary students to 50%. A key component of this program is the administration of the College Student Inventory(CSI), a retention tool created by Noel-Levitz, to all first year students during orientation. This tool provides predictive information regarding preparedness and readiness for college life and work and may provide valuable information to help at-risk students stay on track with appropriate interventions from the Academy. MMA administered the survey in fall of 2013 and is currently comparing predictive data with our actual fall attrition and GPA data to determine whether the instrument can aid in predicting proneness for attrition. In addition, Noel-Levitz recommends intervention strategies that may address risk areas.

- **What are the top four actions IN PRIORITY ORDER your system or institution would take to improve student graduation and completion that would require additional state funding?**
 - Describe what you would do (in a single, brief paragraph for each action).
 - Describe the measurable results you expect each action would achieve and by when, how it would be measured and how many students would be affected.
 - Identify the projected cost for each action.

MMA RESPONSE:

1. **Maine State Grant Qualification** - Restore the qualifying criteria for Maine State Grants to previous Estimated Family Contribution (EFC) levels of \$0 EFC to \$5500 EFC and consider increasing the cut-off to \$6000 EFC. (The qualifying EFC level has dropped from \$5500 to \$3000 in recent years)

Measurable Outcome - The number of MMA students with EFC of \$3001 to \$5500 who persist from spring of freshman year to fall of sophomore year will increase by 5%.

Project Cost: \$190,000 to provide grants for 4 years to the MMA students who are not currently eligible for Maine State Grants at the current EFC cut-off level of \$3000 EFC but would be if the EFC level was increased to \$5500. Obviously, there would be significant additional costs to restore this grant for students at all Maine state institutions or to increase the qualifying EFC or grant amount.

2. **First Year Experience Coordinator** - Fund a position of First Year Coordinator for 3 years to launch the coordinated First Year Experience program MMA is developing as part of the 5/50 Initiative. Responsibilities would include coordinating new student and parent orientation, coordinating Freshman Seminar transition course, administration of the College Student Inventory and coordinated response to intervene with students at risk of attrition, and coordination of Transition Series lectures and presentations.

Measurable Outcome – Attrition attributed to transition issues, academic disengagement or truancy would decrease by 5% over 3 years after program is implemented by Coordinator.

Project Cost - \$190,000 for 3 years.

3. **College Student Inventory** - Continued funding of the administration of the College Student Inventory to provide data regarding students at risk of attrition to inform intervention methods to improve persistence. Currently funded by a MELMAC grant, the CSI provides valuable data to identify students at risk of attrition and intervention strategies to improve retention of said students.

Measurable Outcome – Number of first year students on academic probation after the first semester decreases by ten percent after two years of application of CSI data.

Project Cost – Cost of administering the CSI for 3 years - \$4700.00

4. **Academic Coach** – A student support specialist will be hired to provide academic support for students, especially those with diagnosed learning disabilities and those identified as at risk through the CSI. Full-time/academic year position.

Measurable Outcome – 5% decrease in academic probation status for students with diagnosed learning disabilities who meet regularly with the academic coach.

Project Cost - \$60,000 annually for salary and benefits.

University of Maine System

- ❑ **What are actions your system or institution is taking to create improvements in college affordability and completion? (These are actions for which no additional funding from the State is requested.)**

University of Maine System:

- ❑ **Controlling Tuition Costs** – The University of Maine System Trustees are committed to the goal of improving affordability as has been demonstrated by the freeze on increases in in-state tuition for the past two years - the first time we have been able to freeze tuition in back to back years in more than two decades coupled with our significant efforts to reduce administrative costs system-wide. It is our hope to freeze tuition for a third consecutive year in FY15, despite the significant structural gap the University System is facing.
- ❑ **Scholarships** - The adult learner scholarship is intended for students who are re-entering higher education and who have some college credits completed but have not finished their baccalaureate degree. This scholarship is intended to help adult students complete their degrees; students will be able to receive the scholarship for multiple years. A combination of need, credits achieved thus far and individual circumstance will be factored into final awards. The program was funded with a \$500,000 legislative appropriation in the last legislative session and a \$1m match provided by the University System. UMS also expects to raise private and philanthropic funds to support the initiative. It is important to note that the \$1m match comes from revenue associated with the Oxford Casino. The proposal currently being considered by the AFA Committee to “sweep” that revenue would almost certainly mean the elimination of this program.
- ❑ **Innovative Tuition Approaches** - Just last week University of Maine System Trustees gave final approval to a new policy that will charge in-state tuition rates to all current and former members of the U.S. Armed Forces who were honorably discharged, regardless of whether they are receiving other military educational benefits. The new tuition rate goes into effect in time for the May term and summer sessions. Also, the University of Maine at Fort Kent and the University of Maine at Presque Isle announced in January a plan providing out-of-state and international students a 40% reduction in current tuition rates that will offer competitive pricing in those markets, as well as serving as a catalyst for economic development in Aroostook County.
- ❑ **Incentivizing Completion** - For Fiscal Year 2014, University of Maine System Trustees implemented an outcomes based funding model that will reward universities for achieving positive outcomes. Universities are awarded points for degrees completed, with enhanced points available for serving priority populations (adults, transfer students, STEM and Allied

Health grads, high priority fields based on DOL data). Universities are also rewarded for moving students towards graduation. In addition, UMFK recently implemented a block tuition program where students are charged a flat rate for taking between 12 and 18 credits a semester. This encourages students to move faster towards graduation. We are already seeing an increase in the number of credits students are taking. Increased credit loads will shorten the time to graduation and has the opportunity to save students substantial resources.

- ❑ **What are the top actions IN PRIORITY ORDER your system or institution would take to improve student graduation and completion that would require additional state funding?**

University of Maine System:

- ❑ **Preserving the existing state appropriation** – While technically not requiring “new” resources, the absolute highest priority for the University of Maine System remains preserving the existing state appropriation. A further erosion of state support for higher education as suggested in the appropriations bill being heard this week will severely jeopardize the System’s ability to provide a quality, affordable education to our students. The proposed reductions, if fully implemented, total nearly **\$11m** over the next 16 months and would come on top of the current structural deficit in the FY15 of \$36m. We are doing essential work to right-size and reposition our universities to meet their responsibilities in education, research and economic development, and public service in a financially responsible and sustainable way. We ask your support not in terms of additional funding, but by not making our significant challenge more difficult to meet by increasing our structural gap.

Measurable Outcome: If Legislators are able to preserve the existing state appropriation, UMS Board of Trustees have committed to freezing tuition for a 3rd consecutive year.

Project Cost: Preserving the existing state appropriation technically has no new net cost to the budget. However, if the starting point is the draft document being heard tomorrow (March 4th-7th), the impact is approximately \$10.9m (see full impact statement attached).

- ❑ **Provide additional resources for the Maine State Grant Program** - Increases in scholarships for Maine students in the form of the Maine State Grant Program is an example of a proven idea designed to make college more affordable. The best thing we can do collectively to address affordability is to lower the cost of higher education on the front end - providing the lowest tuition rate possible and the maximum aid to our students before they graduate. The Maine State Grant Program is a key component of that plan. As we noted in our original testimony on LD 1703, we would encourage you to factor in funding that can benefit both traditional age (directly out of high school) and adult students. In a time of limited resources, it may also be worth considering a focus on Maine students going to higher education institutions within the State of Maine.

Measurable Outcome: More students have access to Maine State Grant Program.

Project Cost: There is no set cost. The advantage of investing in the Maine State Grant Program is that any amount – small or large, one-time or permanent funding – will have a significant impact on a student’s ability to pay for their education.

Statewide Education and Workforce Development Strategic Plan

Goals, Objectives and Measures to be undertaken by the partner institutions
of the Education Coordinating Committee: Maine Community College System,
Maine Maritime Academy, University of Maine System and the Maine
Department of Education.

*July 1, 2014 –
June 30, 2019*

DRAFT 1/13/2014



Maine Community College System

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January 30, 2014

The Honorable Linda Valentino, Chair
The Honorable Seth Berry, Chair
Joint Select Committee on Maine's Workforce
and Economic Future
126th Maine Legislature
Augusta, ME 04333

Dear Senator Valentino, Representative Berry and members of the Joint Select Committee on Maine's Workforce and Economic Future:

On behalf of the Education Coordinating Committee, I am pleased to submit a draft of the first joint Statewide Education and Workforce Development Strategic Plan due February 1 to the Joint Select Committee and the Joint Standing Committee on Education and Cultural Affairs.

I would first like to commend my colleagues – Chancellor Page, President Brennan and Commissioner Rier – on this unprecedented effort to prepare a strategic plan that focuses on critical issues impacting Maine students at all levels of education. The draft plan before you includes over 100 objectives and measures, and creates 18 new partnerships calling for the members of the Education Coordinating Committee to work together on the significant issues Maine is facing in education.

As you'll recall, we were asked to prepare a draft for your review and comment. We would be pleased to meet with you in work session to review the draft and discuss any revisions you may wish prior to the plan being finalized in March. Our goal is to have the plan in place and operational for July 1, 2014 implementation.

Again, we welcome your review and would be glad to meet with the Committee at your earliest convenience.

Sincerely yours,


John Fitzsimmons
President

JF/ejc

Enclosure

Cc: Joint Standing Committee on Education and Cultural Affairs

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Introduction

In December 2012, as the 126th Maine Legislature began its 1st Regular Session, Maine Senate President Justin Alford and Maine's Speaker of the House of Representatives Mark Eves created the Joint Select Committee on Maine's Workforce and Economic Future to examine workforce training and the "skills gap," the term for the difference between jobs available in Maine and the skills needed to fill them. Senate Majority Leader Seth Goodall and House Majority Leader Seth Berry were selected to chair the 15-member committee. The Committee met with workforce experts, economists and Maine's education and business leaders to gain an understanding of this complex issue as it relates to Maine's economic potential.

As a result of this extensive review, Senate President Alford sponsored LD90, which contained the extensive recommendations of the Joint Select Committee. The language of LD90 was eventually incorporated into the State budget bill enacted in June. The Joint Select Committee requested the Maine's Education Coordinating Committee (ECC) to develop a five-year strategic plan for the Committee's consideration. The ECC is composed of the leaders of Maine's public education systems—President John Fitzsimmons, Maine Community College System; President William Brennan, Maine Maritime Academy; Chancellor James Page, University of Maine System; and the Commissioner of the Maine Department of Education, currently Acting Commissioner James Rier. The Joint Select Committee further requested that President Fitzsimmons facilitate the development of this plan for submission to the Joint Select Committee and other committees of jurisdiction by February 1, 2014.

This document presents the plan developed by the ECC, whose institutions and organizations are responsible for more than 95% of all the public education and training in Maine. This initial plan represents their experience, judgment and collective expertise in addressing the Joint Select Committee's charge. In addition, the plan expands further the already significant level of collaboration developed among the ECC over the past decade through partnerships that will benefit Maine students, the workforce and the economy.

This document provides the following information:

- A summary of the process followed in the development of the plan.
- The goals and objectives defined by the ECC based on the findings and intent of the Joint Select Committee.
- Specific actions created by each ECC member as performance measures to support those objectives applicable to their institution or organization at this time. Because this is the first joint plan of this type to be developed, the ECC concluded that, initially, the measures would cover the first two years of the plan. During the second year, measures for the remaining three plan years will be developed.

- A list of the areas of significant strategic importance for the State the ECC believes require a more substantial level of investment than is currently provided. This investment is necessary if the State chooses to support an education and workforce development environment capable of meeting the needs of Maine people and the Maine economy. This list can be found at the end of this plan on page 27.

Limitations

This plan is a beginning. It is the first time in over 15 years that the State will have a comprehensive strategic plan aimed at the education and training needs of the workforce. This plan demonstrates the history of cooperation among ECC members, yet it also marks a new era of even stronger collaboration and a clearer delineation of members' roles in addressing the significant needs of Maine citizens.

Early in the development process, the ECC agreed to two limitations: first, to include only those action items as measures that could be achieved within existing State funding; and second, to identify goals and objectives for the full five-year time horizon of the plan, but provide measures for the first two years only (July 1, 2014, to June 30, 2016; measures for the remainder of the plan will be developed in the second year). These decisions provided clarity for the task and gave ECC members confidence to commit to challenging measures, recognizing that as they work and learn together, the plan will evolve. These decisions resulted in a plan that ECC members believe in and can deliver.

Developing the Plan

In late June, the ECC reviewed and affirmed its roles and responsibilities, as well as the process and timeline the group would follow to complete the plan as required. The group also agreed to submit their draft objectives based on their approval of the initial goals presented. To assure consistency of approach to the planning process, the group defined the essential terms:

- **GOALS** are the end or ultimate outcome toward which effort is directed.
- **OBJECTIVES** are the statements of priorities for action that will be taken to support the goal within the timeframe of the plan. Objectives may be ongoing beyond the plan horizon, may be completed within the plan period or changed to reflect unanticipated events or opportunities that arise after the plan has been defined. The objectives for this plan will be defined by the Education Coordinating Committee based on their charge for the five-year time horizon of the plan.
- **MEASURES** define the specific actions the participant defines for itself to help achieve the objectives supporting each goal of the plan. Measures are specific outcomes that the plan expects to be achieved based on the actions taken by those involved in the program related to the measure. Some measures may indicate completion of action

taken, some may indicate progress toward a longer-term objective and some may define what steps will be taken to reach a specific action that results in a new measure.

The ECC met in July to finalize the goals and review and approve objectives based on those drafted and submitted by ECC members. Having accepted the goals and objectives, ECC members began the work of developing the action steps—the plan measures—they would take to address objectives appropriate to their organizations in the first two years of the plan.

In October the group met to discuss their draft measures, after which they had the chance to revise them. A valuable part of this step in the planning process was for each ECC member to indicate where their measures would require partnership with one or more of the other ECC members to be successful. Although many mutual projects and programs are currently supported among ECC member organizations, this opened a wider range of opportunities to benefit from the expertise and resources of other members.

In November the ECC reviewed the first draft of the complete plan. They agreed it might be of value for the Joint Select Committee and others to know that the ECC saw other areas that could benefit from additional investment within the education and workforce development systems. That list is provided beginning on page 27.

The plan that follows is being submitted to the Joint Select Committee and the Joint Standing Committee on Education and Cultural Affairs for review. The plan contains 101 measures for action to be taken by ECC members, including 18 new partnerships.

Reporting

The members of the ECC will report progress on the plan measures to the Joint Select Committee and other committees of jurisdiction by January 1 each year. As it takes time for results from a given year to be recorded and analyzed, the report will include actions that occurred in the prior fiscal year. The first report on this plan will be submitted by January 1, 2016, covering the actions between July 1, 2014, and June 30, 2015.

The Plan's Goals and Objectives

There are three goals in the plan, each with numerous objectives.

GOAL 1 ■ PREPARE STUDENTS IN MAINE'S K-12 SYSTEM FOR SUCCESS IN THE CURRENT AND EMERGING ECONOMY.

Objectives

1. Improve high school graduation rate.
2. Improve college and career readiness.
3. Enhance pathways to college and careers.
4. Reduce the need for remediation for recent high school graduates.
5. Provide students with employability skills needed to succeed in the economy.

6. Increase participation of under-represented groups in education programs and services.

GOAL 2 ■ PROVIDE HIGHER EDUCATION PROGRAMS LEADING TO ACADEMIC CREDENTIALS THAT MEET THE DEMANDS OF THE CURRENT AND EMERGING ECONOMY.

Objectives

1. Improve persistence and graduation rates.
2. Improve transfer opportunities within and among Maine's public higher education institutions.
3. Ensure that programs and services are designed to meet the evolving needs of students and employers.
4. Build partnerships with employers that provide monetary and non-monetary support for students and institutions.
5. Increase participation in higher education of under-represented groups.
6. Support and enhance programs and services promoting careers in STEM occupations.
7. Enhance programs and services for rural Maine.
8. Provide students with employability skills needed to succeed in the economy.
9. Pursue new strategies to address growth constraints on enrollment demands.

GOAL 3 ■ PREPARE MAINE'S ADULT WORKFORCE TO THRIVE IN THE CURRENT AND EMERGING ECONOMY THROUGH PARTICIPATION IN NON-CREDIT TRAINING AND CONTINUING EDUCATION.

Objectives

1. Upgrade the skills of the incumbent workforce.
2. Upgrade the skills of the unemployed to prepare them to better match the needs of the economy.
3. Ensure that programs and services are designed to meet the evolving needs of workers and employers.
4. Enhance programs and services for rural Maine.
5. Align programs and services, where appropriate, to support the efficient progress of workers on their career path.
6. Increase participation of under-represented groups.

Statewide Education and Workforce Development Strategic Plan

Goals, Objectives and Measures

July 1, 2014 – June 30, 2019

The plan is organized by goals with their objectives, under which are listed the measures by the organizations addressing that objective. As indicated earlier, goals and objectives cover the five-year plan period, and measures cover Year 1 (July 1, 2014, to June 30, 2015) and Year 2 (July 1, 2015, to June 30, 2016). Where partnerships are required with other ECC members for a measure to be successful, the partnership is indicated in red and the requesting member is designated as *Lead*.

GOAL 1 ■ PREPARE STUDENTS IN MAINE'S K-12 SYSTEM FOR SUCCESS IN THE CURRENT AND EMERGING ECONOMY.

Objective 1. Improve high school graduation rate.

Department of Education

Measure 1 ■

- **YEAR 1.** Increase the 2014-2015 school year high school graduation rate to 87%, with the intention to meet the statutory goal of a 90% statewide average graduation rate by the end of the 2015-2016 school year (20-A MRSA §5031).
- **YEAR 2.** Increase the 2015-2016 school year high school graduation rate to 90%, in order to meet the statutory goal of a 90% statewide average graduation rate by the end of the 2015-2016 school year (20-A MRSA §5031).

Objective 2. Improve college and career readiness.

Department of Education

Measure 1 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **YEAR 1.** Build on the work of the 2012 "College Readiness in Maine" report to produce and disseminate a document for Maine's high schools that details the college readiness indicators used by the State's public higher education institutions.
- **YEAR 2.** Refine this document as college-ready indicators are changed over time.

Measure 2 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **YEAR 1.** Compile, in collaboration with Maine's higher education institutions, coursework and materials for a "college readiness" program, focused on college success skills to be offered in Maine high schools.

- **YEAR 2.** Provide college readiness coursework and materials to Maine’s public schools through vehicles such as the DOE’s Center for Best Practice, college readiness programs already used in Maine’s public higher education institutions, and promote other resources such as online courses.

Measure 3 ■

- **YEAR 1.** Work with Maine-based business and employer groups such as Educate Maine and the Maine Employers’ Initiative (Maine Development Foundation) and other Maine-based business and employer groups to develop a “College Readiness in Maine”-style report on career readiness, describing the indicators of career readiness that are looked for by Maine’s employers.
- **YEAR 2.** Disseminate this report to Maine’s schools.

Maine Maritime Academy

Measure 1 ■

- **YEAR 1.** Market the MMA Prep* program to current and future community college students interested in a career requiring one of the four-year degrees offered at MMA.
- **YEAR 2.** Assess success of MMA Prep students in achieving academic success after transferring to MMA.

*A summary description of this program can be found in Appendix A on page31.

Objective 3. Enhance pathways to college and careers.

Department of Education

Measure 1 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **YEAR 1.** Work with UMS, MMA and MCCS to conduct an “Early College Sustainability” study. Maine’s Aspirations Program* was developed years ago when early college courses for high school students were a novelty. As early college courses become more mainstream and more widely used, the Aspirations Program needs updating to make it sustainable for Maine’s public colleges. A study commission should review this issue and produce recommendations for expanding early college options in a way sustainable for higher education.
- **YEAR 2.** Implement the findings of the study.

*A summary description of this program can be found in Appendix B on page 32.

Maine Community College System

Measure 1 ■

- **YEAR 1.** MCCS will provide free tuition for at least 2,500 high school students enrolled in dual enrollment community college courses.
- **YEAR 2.** MCCS will provide free tuition for at least 2,500 high school students enrolled in dual enrollment community college courses.

Measure 2 ■

- **YEAR 1.** MCCS Early College for ME* will provide services to at least 1,800 students from 74 secondary schools—including support, counseling, technical assistance, and scholarships—to enroll in college immediately following graduation from high school and while they are in college.
- **YEAR 2.** MCCS Early College for ME will provide services to at least 1,800 students from 74 secondary schools—including support, counseling, technical assistance, and scholarships—to enroll in college immediately following graduation from high school and while they are in college.

*A summary description of this program can be found in Appendix C on page 33.

Measure 3 ■

- **YEAR 1.** Fifty-five percent (55%) of Early College for ME students who enroll in Maine's community colleges in Fall 2012 will have graduated, transferred or still be enrolled within three years of entering college.
- **YEAR 2.** Fifty-seven percent (57%) of Early College for ME students who enroll in Maine's community colleges in Fall 2013 will have graduated, transferred or still be enrolled within three years of entering college.

Measure 4 ■

- **YEAR 1.** MCCS will introduce On Course for College Scholars,* a pilot program to test a new concept that will provide funding for scholarships for needy students to attend Maine's community college pilot sites. In this first year, 45 scholarships will be available.
- **YEAR 2.** Results of the On Course for College Scholars pilot will be evaluated to determine progress made and future feasibility.

*A summary description of this program can be found in Appendix D on page 34.

Maine Maritime Academy

Measure 1 ■

- **YEAR 1.** Continue to introduce Maine K-12 students to MMA through Discovery Voyage programs and high school visits.
- **YEAR 2.** Develop proposals to provide a week-long Discovery Voyage or STEM summer camp program for Maine high school students to encourage post-secondary aspirations in STEM fields among high school students.

Measure 2 ■

- **YEAR 1.** Work with community partners to assess needs and develop educational and/or summer youth programs to offer Academy resources as a non-credit option to Maine residents.
- **YEAR 2.** Implement pilot projects and assess interest, participation and satisfaction with community programs.

University of Maine System

Measure 1 ■

- **YEAR 1.** UMS will continue to provide services and tuition support to all students participating in Maine's Aspirations Program (e.g. \$380,000 in FY12).
- **YEAR 2.** UMS will continue to provide services and tuition support to all students participating in Maine's Aspirations Program.

Measure 2 ■

- **YEAR 1.** UMS will continue to partner in the expansion of dual enrollment programs as they continue to develop across the state (e.g. Hermon High School, Pleasant Street Academy).
- **YEAR 2.** UMS will continue to partner in the expansion of dual enrollment programs as they continue to develop across the state (e.g. Hermon High School, Pleasant Street Academy).

Objective 4. Reduce the need for remediation for recent high school graduates.

Department of Education

Measure 1 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **YEAR 1.** Undertake the Adult Remedial Education Study as required by the Maine State Biennial Budget for FY14 and FY15 (Public Law 368, section DDDDD-2) and report its findings and recommendations to the Joint Select Committee on Maine's Workforce and Economic Future by December 16, 2014. In 2014-2015, define a plan based on the recommendations in this Study.
- **YEAR 2.** Implement the components of the plan identified for action in 2015-2016.

Maine Community College System

Measure 1 ■

- **YEAR 1.** MCCS will report the numbers of recent high school graduates who enroll in the seven community colleges who take remedial courses. This information will be shared with the secondary schools, DOE and Legislature.
- **YEAR 2.** MCCS will report the numbers of recent high school graduates who enroll in the seven community colleges who take remedial courses. This information will be shared with the secondary schools, DOE and Legislature.

University of Maine System

Measure 1 ■

- **YEAR 1.** UMS will report the numbers of recent high school graduates who enroll in the seven universities who take remedial courses. This information will be shared with the secondary schools, DOE and Legislature.
- **YEAR 2.** UMS will report the numbers of recent high school graduates who enroll in the seven universities who take remedial courses. This information will be shared with the secondary schools, DOE and Legislature.

Measure 2 ■ Partnership—MCCS, DOE, Lead: UMS

- **YEAR 1.** UMS will sponsor a statewide conference on the Common Core State Standards, with a focus on English language arts and mathematics, to promote collaboration and curricular discussions across K-16.
- **YEAR 1.** Work with DOE and MCCS faculty to define the basic college-level math skills needed for entrance into 100-level courses by October 2014.
- **YEAR 2.** Identify changes in curriculum at the secondary and post-secondary levels required to ensure that high school graduates can meet those requirements and create a plan to implement those changes by May 2016.

Objective 5. Provide students with employability skills needed to succeed in the economy.

Department of Education

Measure 1 ■

- **YEAR 1.** Develop a methodology for better tracking the completion, by middle and high school students, of career-related internships and independent study opportunities.
- **YEAR 2.** Set goals and establish strategies to expand the number of career-related educational opportunities available to middle and high school students.

Objective 6. Increase participation of under-represented groups in education programs and services.

Department of Education

Measure 1 ■

- **YEAR 1.** Develop a methodology for better tracking the representation of groups in K-12 education programs and services.
- **YEAR 2.** Set goals and establish strategies to expand the number of under-represented groups in education programs and services.

University of Maine System

Measure 1 ■

- **YEAR 1.** Through already established programs and services, like Pleasant Street Academy* in Fort Kent, that are designed specifically to recruit and retain under-represented groups, UMS will continue to strive to improve performance and identify any necessary changes.
- **YEAR 2.** UMS will implement any appropriate changes to current practices that seek to increase participation of under-represented groups.

*A summary description of this program can be found in Appendix E on page 35.

GOAL 2 ■ PROVIDE HIGHER EDUCATION PROGRAMS LEADING TO ACADEMIC CREDENTIALS THAT MEET THE DEMANDS OF THE CURRENT AND EMERGING ECONOMY.

Objective 1. Improve persistence and graduation rates.

Maine Community College System

Measure 1 ■

- **YEAR 1.** MCCS's ultimate goal is to achieve a total student three-year success rate (Graduated, Continued Enrollment or Transferred to another higher education institution) of at least 65% for students entering a community college in Fall 2019. For Year 1, the goal will be to maintain a minimum of 55% for students who entered in Fall 2012.
- **YEAR 2.** MCCS will achieve a three-year student success rate of at least 57% (Graduated, Continued Enrollment or Transferred to another higher education institution) for students who entered in Fall 2013.

Measure 2 ■

- **YEAR 1.** For first-time, full-time students entering a community college in Fall 2014, increase fall-to-fall persistence rate to 58% by Fall 2015, with the intention to increase persistence to 65% by Fall 2019.
- **YEAR 2.** For first-time, full-time students entering a community college in Fall 2015, increase fall-to-fall persistence rate to 59% by Fall 2016 with the intention to increase persistence to 65% by Fall 2019.

Measure 3 ■ Partnership—UMS, MMA, Lead: MCCS

- **YEAR 1.** By June 2014, host a one-day institute with experts from all three public higher education institutions in Maine to identify best practices in achieving high persistence and graduation rates.
- **YEAR 2.** Create a plan to incorporate appropriate practices into Maine's community colleges, including specific outcomes to be achieved in each year of this plan.

Measure 4 ■ Partnership—UMS, DOE, Lead: MCCS

- **Year 1.** By December 30, 2014, review all education programs that provide remedial courses and/or placement test preparation assistance for adult workers to assess whether content and capacity-to-serve align with community college requirements.
- **Year 2.** Create a plan of action, if appropriate, to improve alignment and capacity where feasible by December 30, 2015.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Continue to maintain the 64% six-year graduation rate and 82% persistence rate from first year to second year.
- **Year 2.** Continue to maintain graduation and persistence rates at present levels while analyzing data on various demographic groups within the overall six-year cohort.

Measure 2 ■

- **Year 1.** Implement the 5/50 Project* funded by a MELMAC grant to increase persistence rates of students on academic probation with a goal of raising graduation rates of probationary students from 45% to 50% by June 30, 2019. The intermediary target is to increase to 46% by June of 2015.
- **Year 2.** Incorporate into this plan strategies developed through analysis of data gathered through administration of the College Student Inventory instrument to all first-year students—measured by increase in persistence rate of probationary students.

*A summary description of this program can be found in Appendix F on page 36.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will increase the six-year graduation rate of first-time, full-time students to 49% by June 30, 2015.
- **Year 2.** UMS will increase the six-year graduation rate of first-time, full-time students to 50% by June 30, 2016.

Measure 2 ■

- **Year 1.** UMS will increase fall-to-fall persistence rate of first-time, full-time students to 76% by June 30, 2015.
- **Year 2.** UMS will increase fall-to-fall persistence rate of first-time, full-time students to 77% by June 30, 2016.

Measure 3 ■

- **Year 1.** As part of UMS's collaborative computer science/computer engineering and IT initiative with Maine businesses (Project>Login*), UMS will identify barriers and develop strategies for improving student success for those pursuing IT degrees.
- **Year 2.** UMS will implement those strategies identified with a goal of increasing retention and graduation rates for this population by June 30, 2016.

*A summary description of this program can be found in Appendix G on page 37.

Maine Department of Education – Adult Education

Measure 1 ■ Partnership—UMS, MCCA, Lead: DOE

- **Year 1.** Build on the work of the 2012 “College Readiness in Maine” report recommending simultaneous enrollment in post-secondary and adult education courses.
- **Year 2.** Pilot simultaneous enrollment between partner campuses and local adult education sites.

Measure 2 ■ Partnership—UMS, MCCA, DOL, Lead: DOE

- **Year 1.** Partners will explore the possibility of developing an I-BEST*-model pilot.
- **Year 2.** If they conclude that a pilot is feasible, partners will consider how a pilot might be implemented.

*A summary description of this program can be found in Appendix H on page 38.

Objective 2. Improve transfer opportunities within and among Maine’s public higher education institutions.

Maine Community College System

Measure 1 ■ Partnership—UMS, Lead: MCCA

The language enacted based on the recommendations of the Joint Select Committee on Maine’s Workforce and Economic Future will result, by September 2014, in a comprehensive plan to address transfers within MCCA and to UMS being developed and implemented.

- **Year 1.** MCCA will report on the implementation of this plan, assess the success of implementation and identify any corrective action needed.
- **Year 2.** At least 800 MCCA students will transfer to UMS institutions in Fall 2016, increasing that number to 900 by Fall 2019.

Measure 2 ■ Partnership—UMS, MMA, Lead: MCCA

- **Year 1.** By December 2014, host a one-day institute with experts from the public higher education institutions in Maine to identify best practices in successful student transfers.
- **Year 2.** Create a plan to incorporate appropriate practices into Maine’s community colleges, including specific outcomes to be achieved in each year of this plan.

Measure 3 ■ Partnership—DOE, Lead: MCCA

- **Year 1.** MCCA will sign an agreement with every Adult Education college transition program articulating the smooth transfer of students between organizations.
- **Year 2.** MCCA will provide college transition program information on academic preparation and college persistence for the students who transferred to any of the community colleges.

University of Maine System

Measure 1 ■ Partnership—MCCA, Lead: UMS

- **Year 1.** UMS will develop, test and implement a system-wide, web-based transfer portal website.

- **Year 2.** UMS will continue development of the website and portal to encompass expanded functionality for all students.

Measure 2 ■ Partnership—MCCS, Lead: UMS

- **Year 1.** UMS will develop a system-wide pathway for the block transfer of general education requirements across the UMS and MCCS.
- **Year 2.** UMS will monitor the effectiveness of the pathway and make adjustments as appropriate.

Measure 3 ■

- **Year 1.** UMS will develop a system-wide pathway for major-to-major alignment and articulation in high priority majors such as nursing, computer science and other STEM fields.
- **Year 2.** UMS will work with the MCCS to develop pathways in designated disciplines but with a focus on STEM.

Measure 4 ■

The language enacted based on the recommendations of the Joint Select Committee on Maine's Workforce and Economic Future will result, by September 2014, in a comprehensive plan to address transfers within MCCS and to UMS being developed and implemented.

- **Year 1.** UMS will report on the development of this plan and begin implementation, assess the success of implementation and identify any corrective action needed.
- **Year 2.** UMS will report on the implementation of this plan, continue to assess the success of the implementation and adjust as appropriate.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Reach out to students enrolled in MMA Prep* curriculum at Maine community colleges to assist them with the MMA application process and collect academic success and enrollment statistics on MMA Prep participants in the 2013-2014 academic year.
- **Year 2.** Assess academic progress of MMA students who participated in MMA Prep and solicit data regarding educational plans for those who do not enroll at MMA.

*A summary description of this program can be found in Appendix A on page 31.

Objective 3. Ensure that programs and services are designed to meet the evolving needs of students and employers.

Maine Community College System

Measure 1 ■

- **Year 1.** If Maine were to reach the national average of 3% of adult population enrolled in community college, enrollment would be 32,500 students in MCCS. MCCS has an interim goal of enrolling 25,000 students by 2021. The current enrollment of 18,200 will be increased by 1.5% by Fall 2014.
- **Year 2.** MCCS enrollment will grow by 2% by Fall 2015.

Measure 2 ■

- **Year 1.** MCCS will support at least 9,000 duplicated enrollments for students in online courses.
- **Year 2.** MCCS will support at least 9,300 duplicated enrollments for students in online courses.

Measure 3 ■

- **Year 1.** MCCS will review the mix of program delivery modes available to examine whether they meet student needs.
- **Year 2.** MCCS will create a plan to address any recommendations arising from this review.

Measure 4 ■

- **Year 1.** The MCCS Future for ME* pilot program will enroll at least 12 high school students in the precision machining technology program at Central Maine Community College in Fall 2014 and at least 70% will persist in Fall 2015.
- **Year 2.** Seventy percent (70%) of these students will meet the Student Success measure (graduated, transferred, still enrolled) by January 2016, which is 150% of normal time to completion.

*A summary description of this program can be found in Appendix I on page 39.

Measure 5 ■

- **Year 1.** MCCS will continue to support students with financial aid provided by the institution, not including federal or state aid. (FY13 aid provided was over \$3.6 million.)
- **Year 2.** MCCS will continue to support students with financial aid provided by the institution, not including federal or state aid.

Maine Maritime Academy**Measure 1 ■**

- **Year 1.** Develop assessment tools to gather feedback from co-op and cadet shipping employers on the potential employability of rising seniors engaged in summer work experiences.
- **Year 2.** Share assessment results with faculty and administrators and develop strategies to address any perceived gaps in training and preparedness of students.

Measure 2 ■

- **Year 1.** MMA will continue to support students with financial aid provided by the institution (not including federal or state aid) at levels at or exceeding FY14 budgeted level, after accounting for tuition waivers and enrollment adjustments.
- **Year 2.** MMA will continue to support students with financial aid provided by the institution (not including federal or state aid) at levels at or exceeding FY15 budgeted level, after accounting for tuition waivers and enrollment adjustments.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to collaborate with business, government and industry in high demand areas, such as Project>Login,* in addressing targeted degree completion and workforce needs by June 30, 2015.
- **Year 2.** UMS will implement any recommendations by June 30, 2016.

*A summary description of this program can be found in Appendix G on page 37.

Measure 2 ■

- **Year 1.** UMS will continue to work with Maine Employers' Initiative* members to further extend collaborations in meeting expectations.
- **Year 2.** UMS will survey to determine if current services are meeting the needs of students and implement any appropriate changes.

*A summary description of this program can be found in Appendix J on page 40.

Measure 3 ■

- **Year 1.** UMS will expand outreach and collaboration with Adult Education's Maine College Transitions (MCT) program to ensure streamlined access to programs and services within UMS.
- **Year 2.** UMS will retain and graduate more students in college transition programs than the prior year.

Objective 4. Build partnerships with employers that provide monetary and non-monetary support for students and institutions.

Maine Community College System

Measure 1 ■

- **Year 1.** M CCS will receive at least \$2 million from the private sector in cash and equipment donations.
- **Year 2.** M CCS will receive at least \$2 million from the private sector in cash and equipment donations.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Continue to provide paid co-op, cadet shipping and internship opportunities for MMA upperclass students in their field to meet licensing requirements and better prepare students for employment. Assess employer satisfaction with preparation and skills of MMA students.
- **Year 2.** Implement changes to improve preparation of students for co-op, cadet shipping and internship based on feedback from employers.

Measure 2 ■

- **Year 1.** Develop a plan to provide summer work experience as a required component of all degree programs.
- **Year 2.** Implement plan in at least one non-license degree program.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to pursue cash, equipment and in-kind donations, as well as the expansion of employment-related learning opportunities (co-op, internships).
- **Year 2.** UMS will continue to pursue cash, equipment and in-kind donations, as well as the expansion of employment-related learning opportunities (co-op, internships).

Objective 5. Increase participation in higher education of under-represented groups.

Maine Community College System

Measure 1 ■

- **Year 1.** Each college will review its diversity plans to ensure achievement of the goals of the plan.
- **Year 2.** Each college will review its diversity plans to ensure achievement of the goals of the plan.

Measure 2 ■

- **Year 1.** MCCS will continue to provide tuition waivers/scholarships for Native American students that support their pursuit of a college credential and will report annually on the amount of scholarship aid provided. (\$179,000 in aid was provided in FY13.)
- **Year 2.** MCCS will continue to provide tuition waivers/scholarships for Native American students that support their pursuit of a college credential and will report annually on the amount of scholarship aid provided.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Analyze data on application rates and enrollment yields for students from under-represented groups.
- **Year 2.** Develop enrollment management strategies to increase the number of applications of under-represented groups to the Academy.

University of Maine System

Measure 1 ■

- **Year 1.** Through already established programs and services designed specifically to recruit and retain under-represented groups, UMS will continue to strive to improve performance and identify any necessary changes.
- **Year 2.** UMS will implement any appropriate changes to current practices that seek to increase participation of under-represented groups.

Measure 2 ■

- **Year 1.** UMS will continue to provide tuition waivers and housing grants for Native American students that support their pursuit of a college credential and will report annually on the amount of aid provided (e.g. \$4.7 million in FY12).

- **Year 2.** UMS will continue to provide tuition waivers and housing grants for Native American students that support their pursuit of a college credential and will report annually on the amount of aid provided.

Objective 6. Support and enhance programs and services promoting careers in STEM occupations.

Maine Community College System

Measure 1 ■

- **Year 1.** Create an inventory of STEM programs offered by the Maine Community College System and develop strategies for increasing enrollment in these programs.

Measure 2 ■

- **Year 1.** Establish a Community College Math Summit for instructors at the seven colleges to share best practices to increase student success at both developmental and college levels.

Measure 3 ■

- **Year 1.** Begin implementation of the U.S. DOL TAACCCT *Maine is IT!** grant at all seven community colleges to support and enhance careers in Information Technology.
- **Year 2.** Complete development or expansion of 36 certificate and degree programs in Information Technology as proposed under this grant.

*A summary description of this program can be found in Appendix K on page 41.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Continue to refine marketing strategies to explain academic offerings and career prospects in STEM programs offered at Maine Maritime to a wider Maine audience.
- **Year 2.** Develop tools and instruments to assess success in increasing statewide awareness of the Maine Maritime brand.

Measure 2 ■

- **Year 1.** Plan online graduate degree program for MMA alumni.
- **Year 2.** Implement online graduate degree program.

Measure 3 ■

- **Year 1.** As part of ongoing Strategic Enrollment Management (SEM) initiatives, assess employment prospects for new mission-related majors.
- **Year 2.** Implement new majors or concentrations and assess interest, participation and satisfaction with programs.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will create an inventory of STEM programs offered at UMS.

- **Year 2.** UMS will ensure that STEM programs correspond with the needs of Maine employers and adjust as appropriate.

Measure 2 ■

- **Year 1.** UMS will continue to refine the recently implemented outcomes-based funding* model that includes metrics to promote STEM degree completion.

*Additional information on this is available at <http://thinkmissionexcellence.maine.edu>.

Measure 3 ■ Partnership—MCCS, Lead: UMS

- **Year 1.** UMS will continue to play a leadership role in advancing STEM initiatives through work with the STEM Council.
- **Year 2.** UMS will promote better alignment between STEM programs across the campuses that will promote ease of transfer among STEM majors both within the UMS and with the MCCS.

Objective 7. Enhance programs and services for rural Maine.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCS's Bring College to ME* will offer four degree programs in rural communities.
- **Year 2.** Programs offered through Bring College to ME will have a student graduation rate of 70% by June 30, 2016.

*A summary description of this program can be found in Appendix L on page 42.

Measure 2 ■

- **Year 1.** Provide \$150,000 for child care support for rural parents continuing their education to be distributed at the discretion of college presidents based on financial need and reported on each year.
- **Year 2.** Provide \$150,000 for child care support for rural parents continuing their education to be distributed at the discretion of college presidents based on financial need and reported on each year.

Measure 3 ■

- **Year 1.** MCCS will provide at least 250 scholarships to assist rural adult residents to enroll in college.
- **Year 2.** MCCS will provide at least 250 scholarships to assist rural adult residents to enroll in college.

Measure 4 ■

- **Year 1.** MCCS will provide 250 tuition-free college courses for high school students from rural communities to pursue while still in high school.
- **Year 2.** MCCS will provide 250 tuition-free college courses for high school students from rural communities to pursue while still in high school.

Measure 5 ■

- **Year 1.** KVCC will enroll 20 students in the Sustainable Agriculture program by Fall 2014.
- **Year 2.** KVCC's Sustainable Agriculture program will maintain new enrollment at 20 students in Fall 2015.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Create admissions marketing materials that explain career options for students in the maritime field that allow them to keep a home in rural Maine while earning competitive salaries and benefits.
- **Year 2.** Assess the success of marketing materials based on prospective student feedback.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will increase the percentage of credit hours served online across the System to 17.5% of credit hours by June 30, 2015.
- **Year 2.** UMS will increase the percentage of credit hours served online across the System to 20% of credit hours by June 30, 2016.

Measure 2 ■

- **Year 1.** As indicated in the Adult Baccalaureate Completion in Distance Education (ABCDE)* report, UMS will determine the programs and services needed by Maine's time- and place-bound adult learners and design academic programs and services to support them.
- **Year 2.** UMS will implement those programs and services identified as critical to Maine's adult learners.

*Additional information on this is available at <http://thinkmissionexcellence.maine.edu>.

Measure 3 ■

- **Year 1.** University College will continue to use the resources of the full University of Maine System to serve as a gateway to the emerging economy for Maine people who are unable to attend a University of Maine System campus, and for businesses, schools, government and non-profit organizations statewide.

Maine Department of Education – Adult Education

Measure 1 ■ (also pertains to Objective 5 above)

- **Year 1.** Maine College Transitions (MCT)* expansion to all adult education programs will increase access throughout the state, with a projected increase in enrollment in college preparation coursework by 300 during 2014-2015.
- **Year 2.** Expansion of MCT will increase number of college preparation students throughout the state by 500 during 2015-2016.

*A summary description of this program can be found in Appendix M on page 43.

Objective 8. Provide students with employability skills needed to succeed in the economy.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCS will maintain a graduate success rate of at least 90% (employed and/or continuing education within nine months of graduation).
- **Year 2.** MCCS will maintain a student success rate of at least 90% (employed and/or continuing education within nine months of graduation).

Measure 2 ■

- **Year 1.** MCCS graduates' licensure exam success rate will be maintained at least at 85%.
- **Year 2.** MCCS graduates' licensure exam success rate will be maintained at least at 85%.

Measure 3 ■

- **Year 1.** MCCS will report earnings of 2012 graduates working in Maine.
- **Year 2.** MCCS will report earnings of 2013 graduates working in Maine.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Maintain current exceptional placement rate of 93% for graduates within six months of graduation.
- **Year 2.** Continue to maintain current exceptional placement rates for graduates within six months of graduation.

Measure 2 ■

- **Year 1.** Monitor career placement rates for graduates and collect and analyze data on the small percentage who do not find a job in their field within 12 months of graduation.
- **Year 2.** Make curricular adjustments as indicated to better prepare those who are unsuccessful in their job search. Provide additional career planning support to students in majors with lower placement rates.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will appoint a study team to inventory resources available at the universities that provide support and services to businesses, assess any gaps and present a plan to improve services by June 30, 2015.
- **Year 2.** UMS will implement any appropriate recommendations by the study team.

Objective 9. Pursue new strategies to address growth constraints on enrollment demands.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCS will examine ways to expand enrollment during the summer semester and prepare a report on the best options by December 2014.
- **Year 2.** MCCS will begin implementing the report plan in Summer 2015.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Develop a Strategic Enrollment Management (SEM) plan incorporating strategic planning objectives and growth constraints.
- **Year 2.** Implement SEM plan and begin assessment of plan.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to make strategic investments, including \$15.5 million in voter-approved bonding, and continue to build public support for renovating existing lab space at UMS facilities.
- **Year 2.** UMS will continue to make strategic investments and build public support for renovating existing lab space at UMS facilities.

Measure 2 ■

- **Year 1.** UMS will implement recommendations of the Adult Baccalaureate Completion in Distance Education (ABCDE)* Committee to increase services available to Maine's growing adult population, including one-stop concierge services, expansion of program supports and services, as well as scholarship support for returning adults, in order to make a college education more affordable.
- **Year 2.** UMS will continue to improve services available to Maine's adult population.

*Additional information on this is available at <http://thinkmissionexcellence.maine.edu>.

GOAL 3 ■ PREPARE MAINE'S ADULT WORKFORCE TO THRIVE IN THE CURRENT AND EMERGING ECONOMY THROUGH PARTICIPATION IN NON-CREDIT TRAINING AND CONTINUING EDUCATION.

Objective 1. Upgrade the skills of the incumbent workforce.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCS will serve at least 6,500 adults through specialized training programs designed to meet industry needs.

- **Year 2.** M CCS will serve at least 6,500 adults through specialized training programs designed to meet industry needs.

Measure 2 ■

- **Year 1.** M CCS will have developed the Incumbent Worker Program* to be delivered by community colleges beginning during 2014-2015, and the colleges will provide customized training for at least 150 new trainees under this program.
- **Year 2.** Provide customized training for at least 150 new trainees under the Incumbent Worker Program delivered by community colleges during 2015-2016, for a total of 300 new trainees during the two academic years.

*A summary description of this program can be found in Appendix N on page 44.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to serve thousands of adults across the state through Professional and Continuing Education programs, as well as professional development courses at several of the campuses.
- **Year 2.** UMS will continue to serve thousands of adults across the state through Professional and Continuing Education programs, as well as professional development courses at several of the campuses.

Measure 2 ■

- **Year 1.** Through Cooperative Extension, UMS will continue to support Maine business owners, employees and State government in the Maine food system sector of the economy (5,600 businesses supported in 2012-2013).
- **Year 2.** Through Cooperative Extension, UMS will continue to support Maine business owners, employees and State government in the Maine food system sector of the economy.

Objective 2. Upgrade the skills of the unemployed to prepare them to better match the needs of the economy.

Maine Community College System

Measure 1 ■

- **Year 1.** The Maine Quality Centers* program will provide customized training to at least 150 unemployed and underemployed workers during 2014-2015.
- **Year 2.** The Maine Quality Centers program will provide customized training to at least 150 unemployed and underemployed workers during 2015-2016 for a total of 300 during the two years.

*A summary description of this program can be found in Appendix O on page 45.

Objective 3. Ensure that programs and services are designed to meet the evolving needs of workers and employers.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to work with Maine Employers' Initiative* members to develop a plan to further extend collaborations in meeting expectations.
- **Year 2.** UMS will meet with key businesses and community stakeholders to identify an ongoing process for the identification and development of certificates needed for the work place.

*A summary description of this program can be found in Appendix J on page 40.

Objective 4. Enhance programs and services for rural Maine.

University of Maine System

Measure 1 ■

- **Year 1.** Working within each region, determine the non-credit programs and services needed within the region and develop recommendations.
- **Year 2.** Design and implement appropriate recommendations.

Objective 5. Align programs and services, where appropriate, to support the efficient progress of workers on their career path.

Maine Community College System

Measure 1 ■

- **Year 1.** The colleges will initiate multiple partnerships and pathways with workforce development agencies and employers to align information technology offerings as proposed in the TAACCCT U.S. Department of Labor grant, *Maine is IT!**
- **Year 2.** The colleges will evaluate and strengthen these partnerships and pathways to further align information technology offerings as proposed in this grant.

*A summary description of this program can be found in Appendix K on page 41.

Measure 2 ■ Partnership—UMS, Lead: MCCS (for Year 1 review)

- **Year 1.** Review best practices in entrepreneurial programs that have proven effective.
- **Year 2.** From that review, determine what MCCS might offer that would support the success of new and existing entrepreneurs in Maine.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Assess interest and needs for online and hybrid Continuing Education programs that lead to the certification and re-certification of Maine residents in the marine industry to support the demand determined by historical data. Develop 1-2 new programs for Year 2.
- **Year 2.** Implement 1-2 new non-credit Continuing Education programs as described in Year 1.

Maine Department of Education – Adult Education

Measure 1 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **Year 1.** In 2014-2015, build on the December 2013 “Working Group on Adult Workforce Readiness” report outlining strategies and implementation for a coordinated system to meet the training needs of adult workers and the workforce needs of employers to determine roles of post-secondary institutions and adult education.
- **Year 2.** In 2015-2016, according to roles identified in Year 1, review resources needed to support workers on their career path.

Objective 6. Increase participation of under-represented groups.

Maine Community College System

Measure 1 ■

- **Year 1.** Review national best practices for engaging unskilled workers over age 50 in training.
- **Year 2.** Define a plan and implementation schedule to address the needs of this group.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will complete a market segmentation analysis to identify all populations and verify under-represented groups in the workforce.
- **Year 2.** UMS will implement programming, where appropriate, to meet needs identified.

Strategic Areas to Consider for Future Investment

The Education Coordinating Committee worked within the limitations of this plan to provide an extensive list of actions that will be taken—within existing State resources—in the next two years that will both address the intent of the Joint Select Committee and strengthen the existing partnerships among the public education organizations in Maine. However, ECC members believed there was a missing element in their work: the opportunity to highlight areas of significant strategic importance where more can and should be done to serve the students and citizens of the state when resources are available for additional investment. A list of those areas follows.

- **Close the current skills gap so that Maine employers in key existing and emerging industries have the workforce they need to prosper.**
Rationale: Even in an economy with such a challenging employment picture, Maine employers still have difficulty finding workers with the skills they need to conduct business in Maine. Addressing this will require increasing the number of people with higher education credentials and post-secondary training. The urgency of this issue cannot be denied: by 2020, 66% of the projected job openings in Maine will require post-secondary education,¹ yet Maine's college attainment rate in 2011 was 37%, significantly behind the New England average of 44%.²
- **Grow Maine's workforce to meet the needs of Maine industries for the future.**
Rationale: The State's demographic picture includes low birth rates and an aging population. Maine is the oldest state in the nation, with the highest median age of 43.5, compared to the national average of 37.4, and has among the lowest birth rates in the nation (only New Hampshire's and Vermont's are lower). Of great concern for the economy is the fact that Maine has the lowest percentage in the nation of people between the ages of 15 and 44.³ Low birthrates are not being offset by immigration. While foreign-born immigration has increased since 2000, it is still just over half the national rate.⁴ The most recent data available on Maine's out-migration indicates that it was not fully offset by the in-migration of young adults.⁵

These challenges must be addressed with strategies that include attracting young people to the state and retaining those who are here; creating approaches that keep skilled older workers in the workforce longer—by delaying retirement or working part-time after retirement; ensuring that older workers receive the education and training they need to keep pace with changes in the economy; and meeting the education and training needs of new citizens (i.e. refugees and immigrants).

- **Keep the total cost of public higher education in Maine affordable.**
Rationale: Maine citizens have the lowest per capita income in New England and over 80% of public college and university students receive financial aid. Considering their incomes, it is of great concern that the percent of household income spent for tuition and fees at public two-year institutions is equal to the New England average of 7%, while it is 19% for public four-year institutions, 3% above the New England average.⁶ Depending on the individual Maine institution, the median amount borrowed by undergraduates from federal loan programs alone varies: for students at Maine’s community colleges the amount borrowed ranges from \$4,470 to \$8,612; for Maine’s public universities, the range is from \$9,775 to \$18,965; and the median amount borrowed at Maine Maritime Academy is \$24,000.⁷
- **Improve the results of college readiness and career readiness for adults and for students coming directly from K-12.**
Rationale: The level of remediation is an issue for both adults and students moving directly from high school to college. Math is exceptionally challenging and inhibits their ability to succeed in higher education, as, of course, do inadequate study habits and skills needed in college. The data on remediation needs in math, however, are particularly sobering: in Fall 2013, 52% of students enrolling in Maine community colleges directly from high school enrolled in at least one remedial course—82% in math.⁸ At the Universities of Maine, 11% of students enrolling directly after high school enrolled in a remedial course—86% in math.⁹ Improvement in math competency is especially important if Maine hopes to retain and increase employment in STEM-related careers in the State.
- **Generate a collective approach to assisting in the creation of small businesses in Maine and helping them thrive.**
Rationale: Maine’s economy is dependent on small businesses. The most recent data shows that of 46,295 Maine employers covered by unemployment insurance, 97% employ fewer than 50 people, 91% employ fewer than 20 and 63% employ fewer than five.¹⁰ Microbusinesses in Maine—those with five or fewer employees—have accounted for a larger percentage of total annual employment since 2001 than in any other New England state except for Vermont. Maine’s microbusinesses accounted for 21.8% of total employment in 2010, exceeding averages for both New England (18.5%) and the nation (19.4%).¹¹ Nationally, small businesses report increasing optimism (up to 92.5% in November 2013). While planned increases in hiring have been modest since the recession, nearly 25% of employers now report unfilled job openings, a number that has climbed fairly steadily since 2010.¹² While a variety of programs exist to support various aspects of small business development, Maine would be well-served to create a comprehensive approach to maximize the creation of small businesses.

- Foster a collaborative approach to meeting Maine’s needs that unites economic and workforce development strategies.

Rationale: In order to have an effective plan for economic progress in Maine, the State must integrate the economic and workforce resources—the financial and human capital—needed to move Maine forward. Maine has not often set a clear direction, connected to unified priorities, that incorporates these two elements in alignment with the State’s goals. Given the limitations on State resources and the fast-changing demands within the state and in the world, it is more important than ever that there be a clear direction to follow and that everyone is united in efforts to help move Maine to a promising future.

Notes

¹ Carnevale, Anthony P., Smith, Nicole, Strohl, Jeff. Georgetown University’s Center for Education and the Workforce. Recovery: Job Growth and Education Requirements through 2020. (June 2013)

² Maine Economic Growth Council and the Maine Development Foundation. Measures of Growth In Focus 2013, Indicator #9. Found at: <http://www.mdf.org/publications/Measures-of-Growth-In-Focus-2013/644/>

³ Bell, Tom. The Challenge of Our Age: The Demographics of Maine, Portland Press Herald. (2013) Found at: <http://specialprojects.pressherald.com/aging/the-demographics-of-maine/>

⁴ Migration Policy Institute. Maine: Social and Demographic Characteristics. (2011) Found at: <http://www.migrationinformation.org/datahub/acscensus.cfm#>

⁵ Maine State Office of Policy and Management. Youth Migration Profiles, 1994-2000. (April 2004) Found at: <http://www.maine.gov/economist/econdemo/article.shtml?id=97943>

⁶ New England Board of Higher Education. New England Tuition and Fees...2007-2008 through 2012-2013. (February 2013) Found at: http://www.nebhe.org/info/spreadsheet/policy/2012/2012_Tuition_and_Fees.pdf

⁷ White House College Affordability and Transparency Center. College Scorecard. (2013) Found at: <http://www.whitehouse.gov/issues/education/higher-education/college-score-card>

⁸ Maine Community College System. Annual Report to the Joint Standing Committee on Education and Cultural Affairs on Remediation. (January 2014)

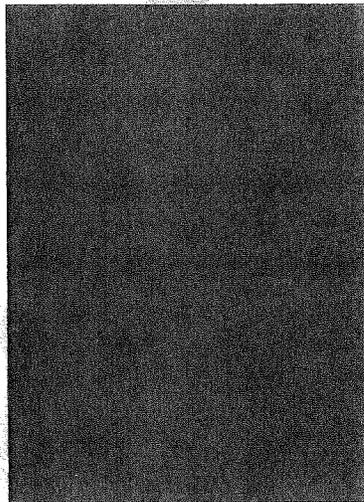
⁹ University of Maine System. Report to the Joint Standing Committee on Education and Cultural Affairs on Remediation. (January 2014)

¹⁰ Maine Department of Labor, Center for Workforce Research and Information. Industry Employment and Wages: March 2007-March 2012. Found at: <http://www.maine.gov/labor/cwri/qcew.html>

¹¹ Maine Economic Growth Council and the Maine Development Foundation. Measures of Growth In Focus 2013, Indicator #7. Found at: <http://www.mdf.org/publications/Measures-of-Growth-In-Focus-2013/644/>

¹² National Federation of Independent Businesses. Small Business Economic Trends. (November 2013) Found at: <http://www.nfib.com/research-foundation/surveys/small-business-economic-trends>

Appendixes—PROGRAMS



Appendix A. MMA Prep

PROGRAM CONTACT: Jeff Wright, Director of Admissions, jeff.wright@mma.edu

ORGANIZATION SPONSORING PROGRAM: Maine Maritime Academy

PROGRAM SUMMARY

Purpose. MMA Prep is an academic agreement between the Maine Community College System (MCCS) and Maine Maritime Academy (MMA) that will create a clear pathway to a bachelor's degree from Maine Maritime Academy for students interested in studying business, engineering, technology, science or transportation.

Target Population(s) Served. The program serves students who seek admission to MMA but who have not yet met all of MMA's rigorous academic requirements. MMA Prep is available to students at all seven of the state's community colleges.

Projected Enrollment/Number of People Served. MMA recommended the MMA Prep Program to 62 students during the 2013 admission cycle.

Description of Program Services and Outcomes Achieved to Date. MMA is currently surveying those 62 students to determine if they chose to enroll in the Prep program for Fall 2013.

Appendix B. Aspirations Program

Post-Secondary Enrollment Program

PROGRAM CONTACT: Commissioner's Office, Maine Department of Education, 207.624.6620

ORGANIZATION SPONSORING PROGRAM: Maine Department of Education

PROGRAM SUMMARY

Purpose. To make it possible for Maine public high school juniors and seniors to enroll in college-level courses at Maine's public colleges or university campuses (Maine Community College System, Maine Maritime Academy or University of Maine System) and upon successful completion of those courses, earn academic credits that can be applied toward a high school diploma as well as accrue academic credits applicable toward the requirements of an associate or baccalaureate degree.

Target Population(s) Served. High school juniors and seniors.

Projected Enrollment/Number of People Served. Since the program began in 1998 through the spring of 2011, 10,010 students have been served—1,368 on average from 2007-2011.

Description of Program Services and Outcomes Achieved to Date. Since its inception, the Aspirations Program has shown significant promise as a means to engage more Maine students in post-secondary classes while still in public high school. Students may participate if they are a junior or senior with a minimum high school grade point average of at least a 3.0 (on a scale of 4.0) or the equivalent of a "B" average. In lieu of a 3.0 GPA, they can be recommended for participation by the school's administration, providing they attend an eligible post-secondary institution that has determined the student to have satisfactorily completed any course prerequisites. In addition, both the school unit and the student's parent must approve. Students are then accepted on a space-available basis.

At no tuition cost to participating students, they are able to dual-enroll and receive both high school and post-secondary credit for successful completion of the coursework. The Maine Department of Education pays 50% of the in-state tuition for the credit hours taken each semester and each eligible institution waives the other 50% of the tuition.

Appendix C. Early College for ME

PROGRAM CONTACT: Jim McGowan, Executive Director, Center for Career Development, MCCS, jmcgowan@mccs.me.edu

ORGANIZATION SPONSORING PROGRAM: Maine Community College System

PROGRAM SUMMARY

Purpose. To provide assistance and support to Maine students in partnering Maine high schools who are undecided about college attendance. Early College for ME works with students to explore college options and requirements and awards a scholarship to students attending a Maine community college. Scholarship students have additional support and advising for up to two years while they are in college.

Target Population(s) Served. High school students who are undecided about college.

Projected Enrollment/Number of People Served. The program serves approximately 1,800 students annually at the high school and college levels.

Description of Program Services and Outcomes Achieved to Date. Early College for ME has served approximately 6,600 students with over 2,000 scholarships awarded to attend a Maine community college. An additional 1,519 program participants entered college within a year after graduating from high school, bringing to over 3,600 the total number of students served who have entered college within a year of high school graduation.

Appendix D. On Course for College Scholars

PROGRAM CONTACT: Jim McGowan, Executive Director, Center for Career Development, M CCS, jmcgowan@mccs.me.edu

ORGANIZATION SPONSORING PROGRAM: Maine Community College System

PROGRAM SUMMARY

Purpose. This pilot identifies students in partnering high schools who achieve a minimum of six dual enrollment college credits for eligibility for a post-graduation scholarship award for the equivalent cost of 24 additional credits at Maine community colleges serving as pilot sites. The result will be the equivalent of one year of college tuition-free.

Target Population(s) Served. Maine high school students with demonstrated financial need.

Projected Enrollment/Number of People Served. On Course for College Scholars is expected to enroll its first 45 students from the pilot sites as full-time Maine community college students in Fall 2014. The results of the pilot program will be evaluated for future potential.

Description of Program Services and Outcomes Achieved to Date. This pilot is an attempt to build on the growing number of Maine high school students involved in dual enrollment courses—an estimated 2,700 students with the Maine community colleges—and provide them with an affordable and defined pathway for college access and enrollment.

Appendix E. Pleasant Street Academy

PROGRAM CONTACT: Scott Voisine, Dean of Community Education, University of Maine at Fort Kent, voisine@maine.edu

ORGANIZATION SPONSORING PROGRAM: University of Maine System

PROGRAM SUMMARY

Purpose. Pleasant Street Academy allows high school juniors and seniors to complete requirements for high school diplomas while also earning college credits.

Target Population(s) Served. High school juniors and seniors.

Projected Enrollment/Number of People Served. Fort Kent High School Students.

Description of Program Services and Outcomes Achieved to Date. Pleasant Street Academy is a collaboration between UMFK and Fort Kent High School to expand access to and early college enrollment in courses (up to 30 credits) at UMFK. Students will emerge with one year of college credit.

Appendix F. 5/50 Project

PROGRAM CONTACT: Joceline Boucher, Coordinator for Distance and Continuing Education and for Student Accessibility Services, joceline.boucher@mma.edu, and Deidra Davis, Dean of Student Services, deidra.davis@mma.edu

ORGANIZATION SPONSORING PROGRAM: Maine Maritime Academy

PROGRAM SUMMARY

Purpose. The 5/50 Project is an identification and early intervention strategy for at-risk, first-year undergraduate students at Maine Maritime Academy. The two-year initiative will leverage already high, campus-wide interest in student retention and ongoing efforts aimed at increasing retention and graduation rates. At Maine Maritime Academy, students with the greatest attrition risk are on “academic probation,” as defined by poor academic performance. Their six-year graduation rates, which average 34.8%, are about half those of their entering cohorts. The low rates stand in stark contrast to those of virtually every other demographic (e.g. Pell recipients, first generation, ethnic minority, students with learning disabilities) at MMA.

Providing early intervention for *probationary students* at MMA makes sense. Raising the graduation rate of these students to just 50% has the potential to boost the Academy’s overall graduation rate by approximately five percentage points. Identifying at-risk students sooner—before they are on probation—seems essential. Current academic and demographic metrics do not adequately predict risk. Moreover, interventions for at-risk students begin only *after* they are no longer in good academic standing.

Projected Enrollment/Number of People Served. In a typical incoming class cohort, the Academy will place roughly 60 students on academic probation during at least one semester of their enrollment. As with retention generally, attrition of students on academic probation mostly occurs in the first year of college.

Description of Program Services and Outcomes Achieved to Date. The long-term expectation for the 5/50 Project is to increase MMA’s overall graduation rate by five percentage points, to about 70%, by increasing the graduation rate of students on academic probation by 15 percentage points, to about 50%. Approximately 10 more students in each incoming class must retain good academic standing and eventually graduate for this to happen. The short-term expectation, then, is to have 10 fewer students on academic probation in the 2014-2015 academic year.

Improving the Performance Fostering and Decision program/advisor is another important outcome for the 5/50 Project, one that can be only partly assessed by the number of students in it. The PFD advisor reaction to the revised program will be assessed through informal meetings and/or surveys.

Appendix G. Project>Login

PROGRAM CONTACT: Jay Collier, Program Director, 207.347.8638

ORGANIZATION SPONSORING PROGRAM: University of Maine System in partnership with Educate Maine

PROGRAM SUMMARY

Purpose. The vision of Project>Login, a program of Educate Maine, is to generate enough trained professionals to keep Maine businesses at the forefront of their industries.

Target Population(s) Served. Current computer science students, adults seeking career changes, interested middle and high school students.

Projected Enrollment/Number of People Served. Double the number of computer science degrees produced by UMS by 2017.

Description of Program Services and Outcomes Achieved to Date. Project>Login is a collaborative effort between key Computer Science-Information Technology employers and higher education, with a goal of expanding the CSIT-trained workforce.

Appendix H. I-BEST

PROGRAM CONTACT: Gail Senese, Maine Department of Education, Office of Adult Education,
gail.senese@maine.gov

ORGANIZATION SPONSORING PROGRAM: Maine Department of Education

PROGRAM SUMMARY

I-BEST is a nationally recognized best-practice that enables adults to participate in credit-bearing college coursework while at the same time completing their secondary education. The I-BEST model pairs two instructors in the college classroom, one to teach the professional and content area and the other to teach basic skills that might be needed in math, reading, writing or English language.

Purpose. The purpose of a pilot, if feasible, would be to explore, develop and pilot an I-BEST model to target adults who would benefit from participating in a college-level job-training program to meet the needs of an identified sector without having to first complete their secondary education. This approach would enable more adults to earn a credential sooner and enter the workforce.

Target Population(s) Served. Adult learners who have identified a career field to pursue and who, with appropriate academic supports, could successfully participate in college coursework while completing their secondary education.

Projected Enrollment/Number of People Served. This would be determined when assessing pilot feasibility.

Description of Program Services and Outcomes Achieved to Date. The goal of a pilot would be to form partnerships among Maine's post-secondary institutions, adult education and employers to move adults more quickly into employment.

Appendix I. Future for ME

PROGRAM CONTACT: Scott Knapp, President, Central Maine Community College,
sknapp@cmcc.edu

ORGANIZATION SPONSORING PROGRAM: Maine Community College System

PROGRAM SUMMARY

This MCCS initiative provides high school students in Maine with the opportunity to prepare for high wage, high skill jobs in the state's precision machining industry. The program is a collaboration among the MCCS, the Manufacturers Association of Maine and the Great Bay Foundation. In its pilot phase, the program is providing at least 24 students—identified in their junior and senior years of high school—with academic support and career guidance to prepare them for enrollment in CMCC's precision machining technology program. Once accepted into that program, Future for ME participants receive \$4,500 in scholarship assistance to cover the cost of tuition, fees and books for a one-year certificate program in precision machining.

Purpose. By working with students while they are still in high school, the program seeks to provide participants with the academic and career preparation resources necessary for success in the college's demanding precision machining program and to make it possible for them to complete a one-year certificate program in precision machining within three semesters of graduating from high school.

Target Population(s) Served. Students enrolled in their junior or senior year at a Maine high school or career and technical education center (CTE).

Projected Enrollment/Number of People Served. At least 24 students in two cohorts of at least 12 students each, the first enrolling in Fall 2013 and the second in Fall 2014.

Description of Program Services and Outcomes Achieved to Date. Through its successful Early College for ME and Accelerate ME programs, the MCCS has learned the importance of a combination of academic, personal and financial support to helping students achieve their academic goals. The combination of that knowledge and experience, together with strong and direct employer engagement in Future for ME, makes this pilot unique and will create a model for other critical industries in the state to emulate. The program anticipates that 70% of the students who enter the program in Fall 2014 will have a successful outcome (graduate, still be enrolled, or transferred) by January 2016, which is 150% of normal completion time.

Appendix J. Maine Employers' Initiative

PROGRAM CONTACT: Maggie Drummond-Bahl, Program Director, Maine Development Foundation, mdrummond@mdf.org

ORGANIZATION SPONSORING PROGRAM: University of Maine System in partnership with the Maine Development Foundation

PROGRAM SUMMARY

Purpose. To provide Maine's public and private employers with technical assistance, training and statewide recognition for taking steps to promote educational and career advancement opportunities for their employees.

Target Population(s) Served. Adult workers and their employers interested in engaging in further training and education.

Projected Enrollment/Number of People Served. The Maine Employers' Initiative has a goal of 500 Maine employers committing to take just one more step to promote education and training opportunities for their employees.

Description of Program Services and Outcomes Achieved to Date. The Maine Employers' Initiative is an arm of the Maine Development Foundation. Working with employers and higher education, its goal is to increase the number of employees in the workforce who have advanced credentials (certifications and degrees).

Appendix K. Maine is IT!

U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant

PROGRAM CONTACT: Scott Knapp, President, Central Maine Community College,
sknapp@cmcc.edu

ORGANIZATION SPONSORING PROGRAM: Central Maine Community College, leading a consortium of Maine's seven community colleges

PROGRAM SUMMARY

Maine is IT! will create or expand 36 one-year certificates or two-year associate degree programs. It will enable participants to obtain and build upon a host of industry-recognized certifications and will provide multiple entry points, beginning with non-credit courses that bridge to courses and modules that award both college credit and industry-recognized certifications.

Purpose. The program is designed to address the critical and growing need in Maine for skilled information technology workers across many industries. The project, a statewide consortium of all seven of Maine's community colleges in strategic partnership with employers, workforce development agencies, industry associations and other institutions of higher education, will build and strengthen innovative education models to meet the needs of Maine students and employers.

Target Population(s) Served. Workers whose jobs have been affected by foreign trade and who qualify for Trade Adjustment Act assistance as well as unemployed or underemployed adults.

Projected Enrollment/Number of People Served. Maine is IT! will serve nearly 2,100 participants between 2014 and 2017.

Description of Program Services and Outcomes Achieved to Date. Funding became available on October 1, 2013. The colleges are currently in the planning and development stage for implementation of the grant.

Appendix L. Bring College to ME

PROGRAM CONTACT: John Fitzsimmons, System President, Maine Community College System,
jfitzsimmons@mccs.me.edu

ORGANIZATION SPONSORING PROGRAM: Maine Community College System

PROGRAM SUMMARY

Bring College to ME (BCTM) was launched by the MCCS in 2008 to deliver targeted degree programs—on an intermittent basis—to rural Maine. The program, part of the MCCS Rural Initiative, was funded through a combination of public and private dollars, including major gifts from the Betterment Fund, TD Banknorth Charitable Foundation and the Osher Foundation.

Purpose. BCTM is designed to make college more accessible and provide skilled workers for underserved areas of the state.

Target Population(s) Served. Residents of rural Maine.

Projected Enrollment/Number of People Served. 60-75 students are expected to enroll annually.

Description of Program Services and Outcomes Achieved to Date. BCTM has delivered nine new health care programs to rural areas of the state. Nearly 250 students from more than 90 rural communities have enrolled in BCTM programs in nursing, medical assisting, health information technology, paramedicine and emergency medical services to date.

Appendix M. Maine College Transitions

PROGRAM CONTACT: Gail Senese, Maine Department of Education, Office of Adult Education, gail.senese@maine.gov

ORGANIZATION SPONSORING PROGRAM: Maine Department of Education

PROGRAM SUMMARY

Maine College Transitions (MCT) is a comprehensive approach to college readiness for adults leading to enrollment in post-secondary institutions. It is not just about academic preparation or a student taking a college preparation course. As of FY14, MCT is now available at all local adult education programs statewide. MCT programs have at least one post-secondary partner.

Purpose. To provide high quality, cost-effective and accessible pathways to post-secondary education for adults who will then not be in need of remedial coursework.

Target Population(s) Served. The target population for MCT is adults ages 24-44 without prior post-secondary education. First generation higher education candidates have accounted for 41% of participants. Enrollment has typically been one-third male and two-thirds female.

Projected Enrollment/Number Served. Since the program began in 2007, over 7,000 adults have been served. The expectation is to serve at least 300 more adults in FY14, and 500 more in FY15.

Description of Program Services and Outcomes Achieved to Date. Comprehensive programming includes all of the following required programming elements: assessment, intake and orientation, academic preparation, technology, financial aid and college applications, career awareness and exploration, college experience, and college success course.

Outcomes: The National Student Clearinghouse returned records for 5,344 students who participated in MCT between 2006 and 2011. Just over one-half (51.1%) of MCT students—2,731 people—enrolled in college for at least one semester after their MCT participation. One-half of those who enrolled remained continuously enrolled once they entered college. Typical of adult learners, many must take a break from their studies to attend to family and work responsibilities and then return. The number of semesters of college study among this cohort of students ranged from 1 to 18 semesters—including summer sessions. College participation rates in the original 35 communities ranged from 32% to 77%.

Given the successful MCT outcomes to date, recent expansion of service areas, increased focus on student academic and career advisement, and use of technology to overcome barriers of transportation and childcare, which often hamper an adult's ability to access post-secondary education, MCT should continue to play a vital role in increasing the number of college-ready adults.

Appendix N. Incumbent Worker Program

PROGRAM CONTACT: Jim McGowan, Executive Director, Center for Career Development, MCCA, jmccgowan@mcca.me.edu

ORGANIZATION SPONSORING PROGRAM: Maine Community College System

PROGRAM SUMMARY

Purpose. The two-year pilot is designed to provide training assistance for incumbent Maine workers at qualified Maine businesses on a sliding payment scale based on business size.

Target Population(s) Served. Maine residents who are incumbent workers at Maine businesses and who can benefit from additional training and/or certifications.

Projected Enrollment/Number of People Served. The pilot is seeking to train 150 incumbent workers in both FY14 and FY15, for a total of 300 workers trained during the two years.

Description of Program Services and Outcomes Achieved to Date. The goal of this offering is to form partnerships between Maine's community colleges and Maine businesses and their workers that seek to close gaps in skills needed for workers and businesses to be competitive and efficient.

Appendix O. Maine Quality Centers

PROGRAM CONTACT: Jim McGowan, Executive Director, Center for Career Development, MCCA,
jmcgowan@mcca.me.edu

ORGANIZATION SPONSORING PROGRAM: Maine Community College System

PROGRAM SUMMARY

Purpose. To meet the workforce education and training needs of new and expanding Maine businesses and provide new employment and career advancement opportunities for Maine people while supporting job creation, workforce preparation and partnerships.

Target Population(s) Served. Maine residents and businesses.

Projected Enrollment/Number of People Served. Varies based on actual applications, training needs and general economic conditions.

Description of Program Services and Outcomes Achieved to Date. Since 1994 the program has worked with over 225 businesses, and over 13,800 Maine residents have completed training. The average project wage of \$11.84 for new hires results in an estimated return on investment of 13 months, while the companies served represent a projected \$2.1 billion in related private investment in Maine.