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SUMMARY OF STUDY OF STUDIES JULY 2002

in collaboration with


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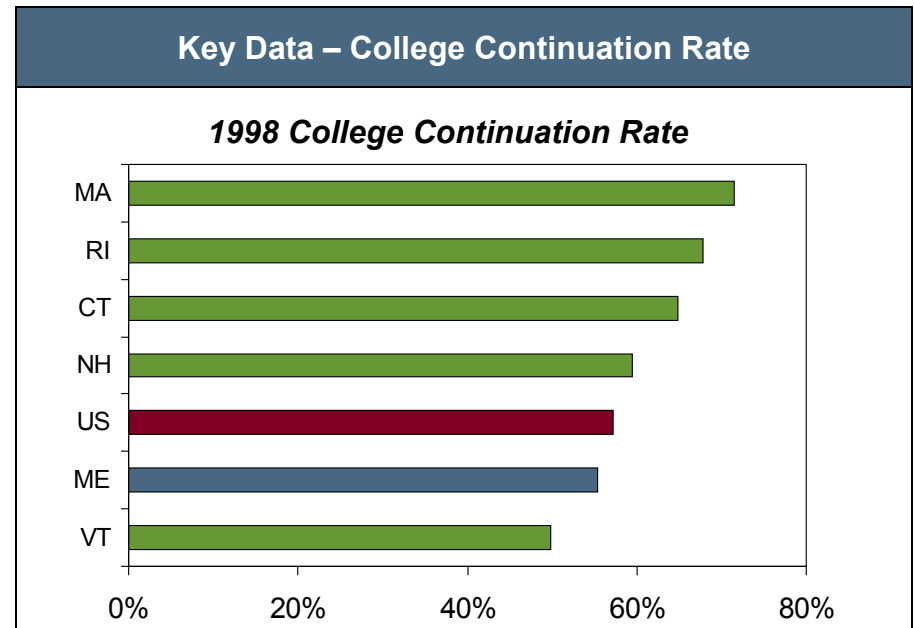
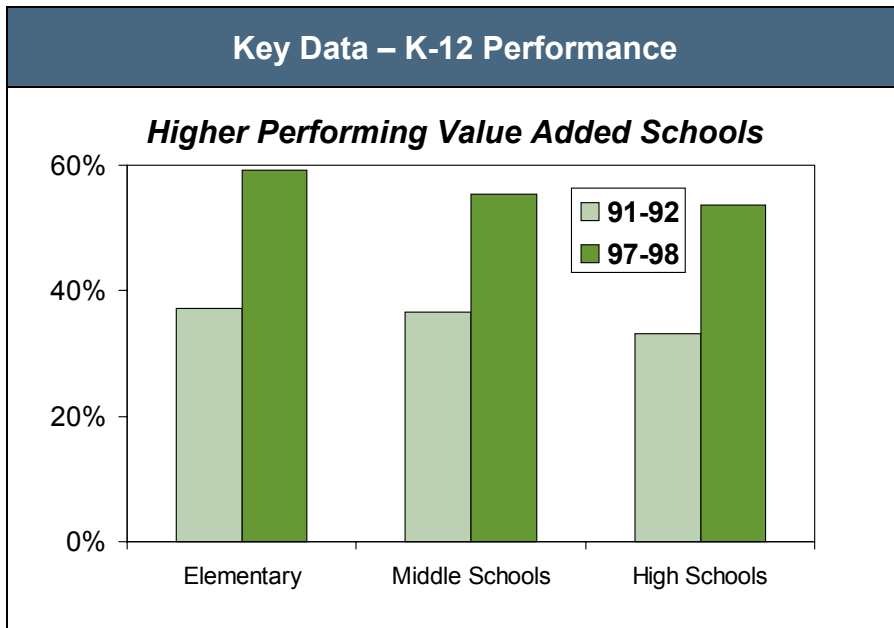


Studies Summarized

Page	Study	Date	Source
3	<i>A Decade of Progress and Some Lessons Learned</i>	2001	Maine Education Symposium
4	<i>Measures of Growth 2002</i>	2002	Maine Development Foundation
5	<i>Maine Kids Count: 2002 Data Book</i>	2002	Maine Children's Alliance
6	<i>The Condition of K-12 Public Education in Maine</i>	2002	Maine Education Policy Research Institute, USM
7	<i>Quality Educators: The Best Opportunity for Maine Children, Report of the K-12 Educator Recruitment and Retention Commission</i>	2001	Maine Legislature
8	<i>Maine's Disappearing Youth: Implications of a Declining Youth Population</i>	2002	Maine Leadership Consortium
9	<i>Barriers to College in Maine Discussion Groups</i>	2001	Mitchell Institute
10	<i>Aspirations Survey - Data from 60,000 Students Representing Every County in Maine, October 2001</i>	2001	National Center for Student Aspirations
11	<i>Survey of Maine Citizens Who Have Not Attained a College Degree</i>	2001	Maine Technical College System, SMS
12	<i>Maine's Labor Force Analysis Regions</i>	N/A	N/A
13	<i>A Fresh Look at College Going Rates in Maine</i>	2000	Finance Authority of Maine
14	<i>Degree Recipients Older, Census Shows</i>	2001	Bangor Daily News
15	<i>Comparisons of Higher Education Information for New England States</i>	2001	Maine Education Policy Research Institute, USM
16	<i>Higher Education Achievement in Maine</i>	1998	Maine Development Foundation
17	<i>Report of Blue Ribbon Commission on Postsecondary Attainment</i>	2002	Maine Legislature
18	<i>Higher Education for All Maine People</i>	2001	Maine Center for Economic Policy
19	<i>The Community College Gap in Maine Higher Education</i>	1998	Maine Center for Economic Policy
20	<i>The Public Policy Dilemma for Financing Opportunity for Higher Education in Maine</i>	1997	Finance Authority of Maine
21	<i>30 and 1000: How to Build a Knowledge-Based Economy in Maine and Raise Incomes to the National Average by 2010</i>	2001	State Planning Office

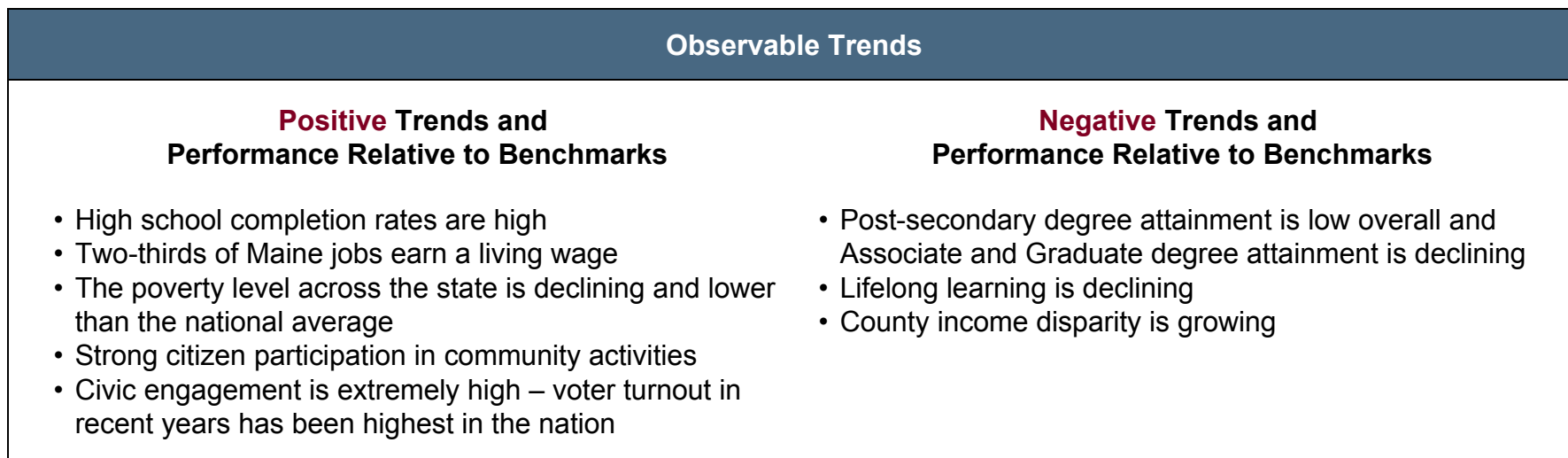
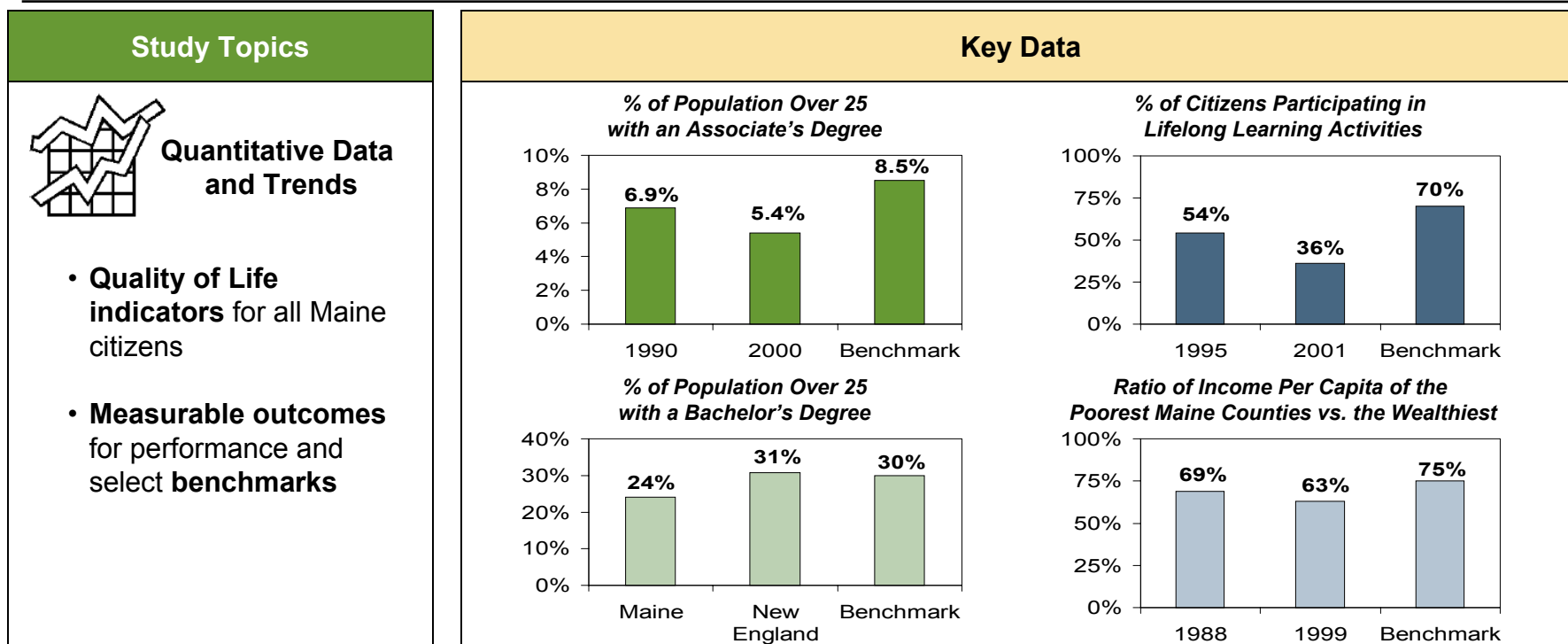
“A Decade of Progress and Some Lessons Learned”– *Maine Education Symposium*

Study Topics	Key Trends	
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> Performance data focused on the accomplishments of Maine students, particularly at the K-12 level, and the remaining challenges, particularly regarding the share of K-12 students not excelling on exams and postsecondary enrollment and attainment 	<p style="text-align: center;"><i>Accomplishments</i></p> <ul style="list-style-type: none"> Increasing MEA 4th, 8th, and 11th grade performance High percent of HS students taking Algebra 2 or equivalent and Chemistry by graduation High public HS graduation rate Increasing average SAT scores Increasing postsecondary enrollment plans of HS seniors Average NAEP reading and math scores rank in the top 3 nationally 	<p style="text-align: center;"><i>Challenges</i></p> <ul style="list-style-type: none"> 9-12% of Maine K-12 students do not meet proficiency in writing on the MEA 29-39% of Maine K-12 students do not meet proficiency in math on the MEA Approximately 1/4 of students do not achieve basic proficiency on the NAEP Math SAT scores are below national averages Other New England states outperform Maine on the AP exam Only 30% of Maine’s current 9th graders will attain a postsecondary degree




Source: *A Decade of Progress and Some Lessons Learned*, Maine Education Symposium - Maine Education Policy Research Institute, USM, August 2001

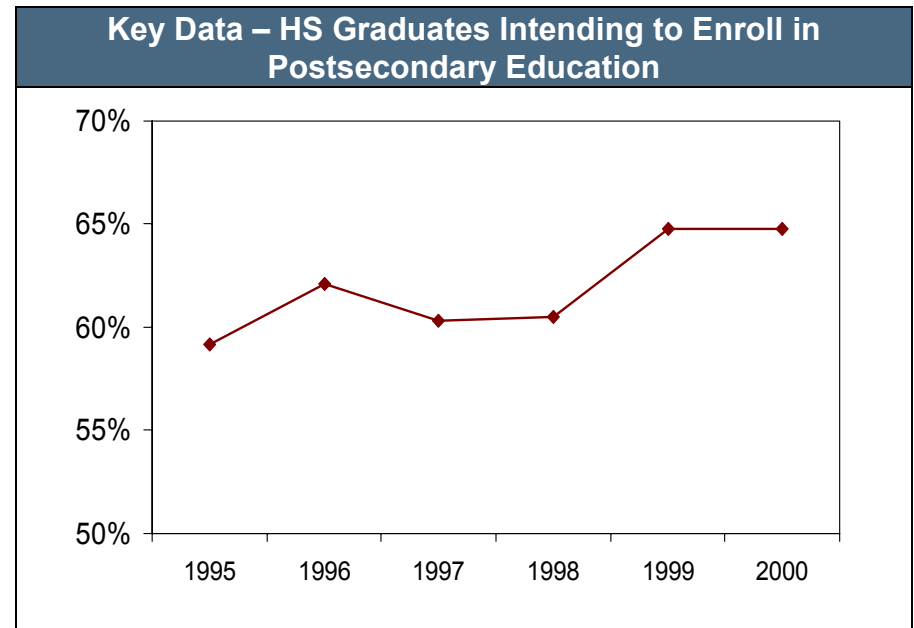
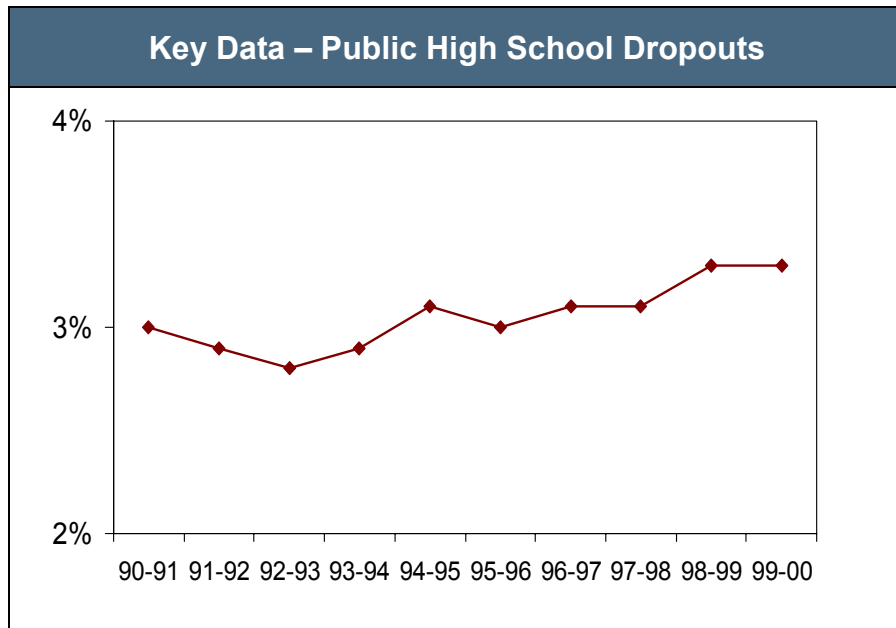
“Measures of Growth 2002” – Maine Development Foundation



Source: *Measures of Growth 2002*, Maine Development Foundation, 2002

“Maine Kids Count: 2002 Data Book”– *Maine Children’s Alliance*

Study Topics	Key Trends		
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> • Data tracking the well-being of Maine children over time 	<p><i>Improvement</i></p> <ul style="list-style-type: none"> • Infant mortality rate • Rate of low birthweight births • Rates of child and teen deaths and teen violent deaths • Uninsured children • Arrests of children • Teen pregnancy rate 	<p><i>Mixed Progress</i></p> <ul style="list-style-type: none"> • Unemployment rate • % of jobs in Maine that pay a livable wage • Child poverty rate • % of Maine children living in low-income families and receiving reduced-price school lunch • Median household income 	<p><i>Immediate Attention</i></p> <ul style="list-style-type: none"> • Children staying in homeless or emergency shelters • Number of children who are victims of child abuse and neglect • Child and teen suicide rate • Numbers of children with disabilities




Source: *Maine Kids Count: 2002 Data Book*, Maine Children’s Alliance

Summary of Study of Studies



“The Condition of K-12 Public Education in Maine” –

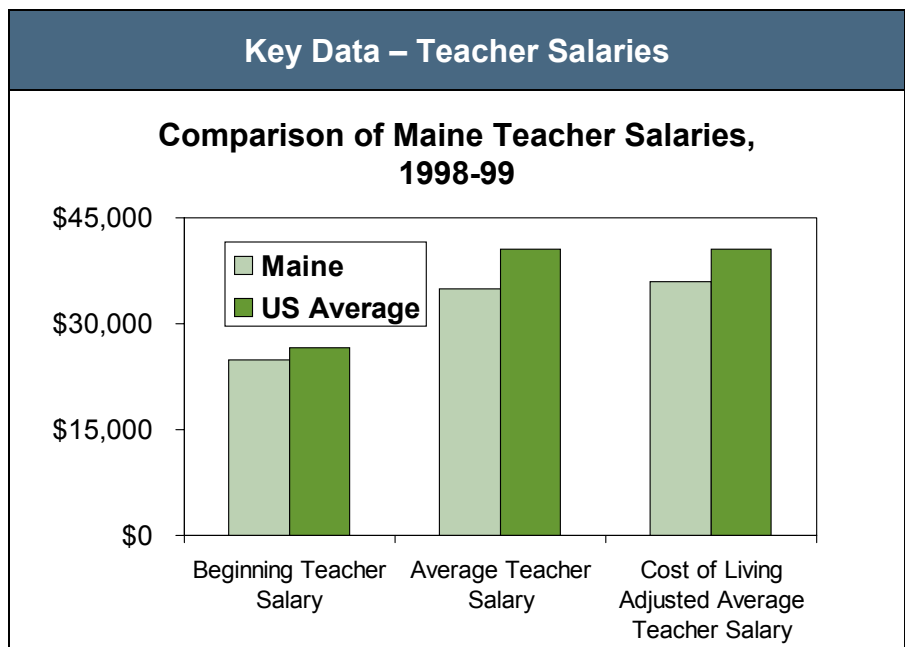
Maine Education Policy Research Institute

Study Topics	Key Data – K-12 Resources and Results			
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> • General information about K-12 public education in Maine, including indicators covering educational context of the K-12 public schools, resources, and results 	<p>Maine’s students are top performers in the National Assessment of Educational Progress</p>			
	<p>Science</p> <ul style="list-style-type: none"> • 4th graders rank among top 6 states • 8th graders score above national and northeast averages 	<p>Math</p> <ul style="list-style-type: none"> • 4th and 8th graders scored above the national and northeast averages 	<p>Reading</p> <ul style="list-style-type: none"> • 4th graders ranked 1st nationally • 8th graders ranked 2nd nationally 	<p>Writing</p> <ul style="list-style-type: none"> • 4th graders ranked 4th nationally • 8th graders ranked 2nd nationally
Key Data – Preparing for College				
	<p>SAT Exams</p> <p>Maine students score slightly below the national average in math and equal to the national average in verbal. Scores are higher for students whose parents have high levels of educational attainment</p>	<p>AP Exams</p> <p>Achievement in qualifying scores (3 or above) slightly exceeds the national average. However, a smaller percentage of students take the exams, despite high availability of AP courses</p>	<p>Enrollment Plans</p> <p>65% of Maine’s public school graduates in 2000 intended to enroll in some type of postsecondary education program. This is an increase from 59% in 1995.</p>	

Source: *The Condition of K-12 Public Education in Maine*, Maine Education Policy Research Institute, 2002

“Quality Educators: The Best Opportunity for Maine Children”– *Maine Legislature*

Study Topics	Key Trends		
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> Data on supply and demand, retention, and recruitment for teachers and administrators  <p>Recommended Strategies to Address Needs</p> <ul style="list-style-type: none"> Recommendations of the Legislative Commission to address shortages 	<p>Teacher Shortages</p> <ul style="list-style-type: none"> Foreign Languages Special Education Math Science Guidance/Counseling Librarians Technology Coordinators/Specialists Visual/Performing Arts 	<p>Typical Teacher in Maine</p> <ul style="list-style-type: none"> White female 43 years old Having close to 16 years of teaching experience Some education beyond a Bachelor’s degree, earned in Maine 	<p>Concerns</p> <ul style="list-style-type: none"> Large number of teachers near retirement in all regions Under-prepared teachers in current shortage areas Poor competitive position nationally in recruiting Programs preparing elementary teachers, not a shortage area





- ### Key Recommendations
- Increase salaries and study total compensation schedules
 - Improve retirement system and provide increased incentives
 - Centralize recruiting and retention programs within DOE
 - Offer scholarships for students who teach in Maine for 3 years
 - Develop alternative routes to certification
 - Provide support for new teacher and administrator induction programs
 - Increase the availability of flexible jobs for educators
 - Support teachers seeking National Board Certification
 - Expand University of Maine coursework for educators
 - Establish a *Center for Inquiry on School Leadership*
 - Raise the status of the education profession

Source: *Quality Educators: The Best Opportunity for Maine Children*, Maine Legislature, K-12 Educator Recruitment and Retention Commission, April, 2001

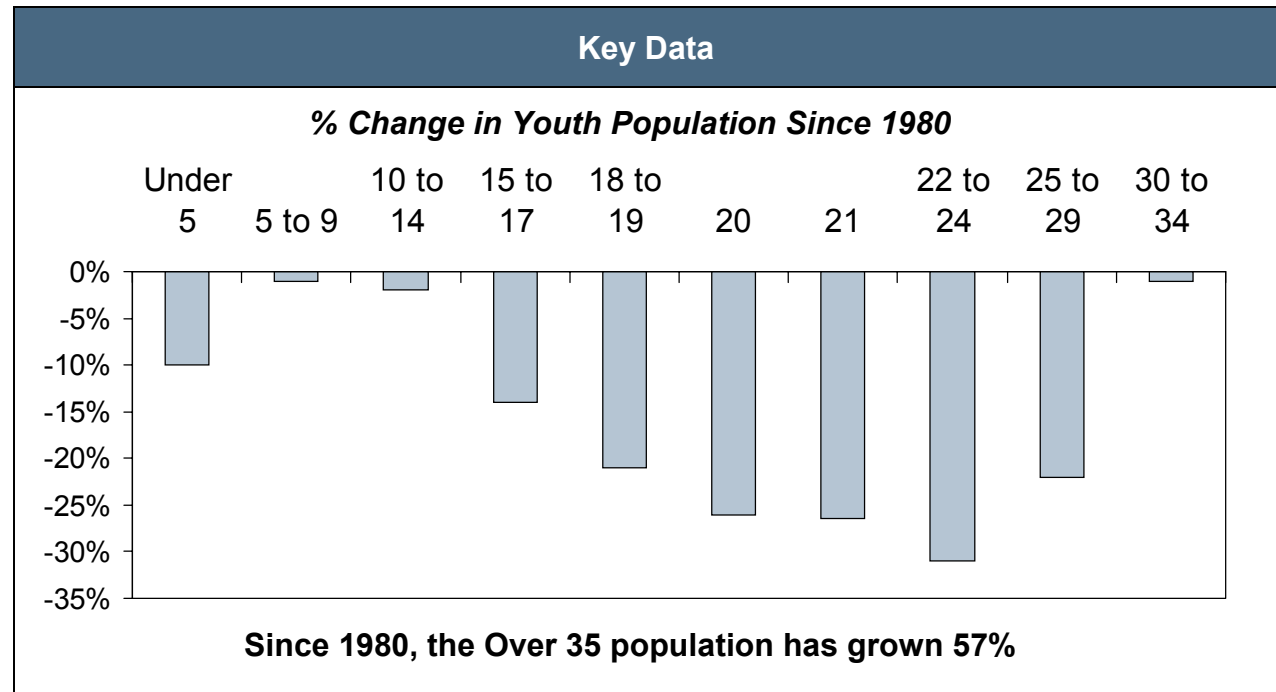
“Maine’s Disappearing Youth” – Maine Leadership Consortium

Study Topics

 **Discussion of Important Success Factors**

 **Quantitative Data and Trends**

- Analysis examining **Maine’s declining youth population**, due to a declining birth rate, increasing youth out-migration and slowing youth in-migration



Discussion of Factors

A Falling Birth Rate

Increasing Youth Out-Migration

Decreasing Youth In-Migration

Factors

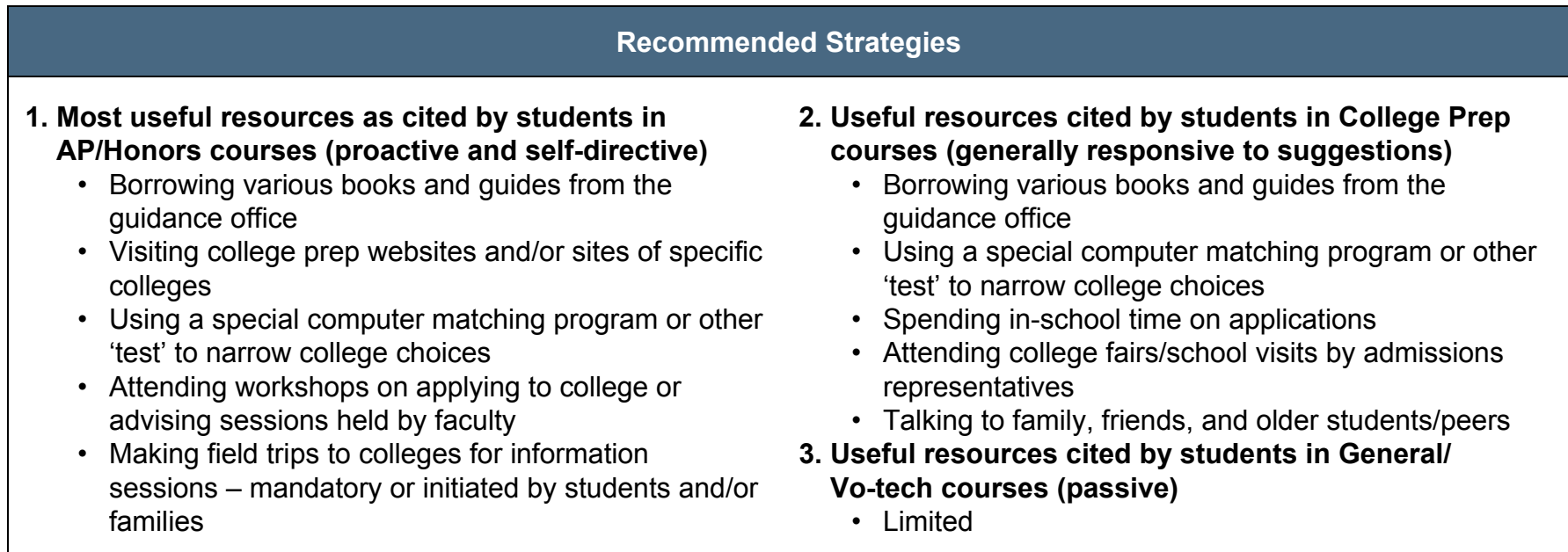
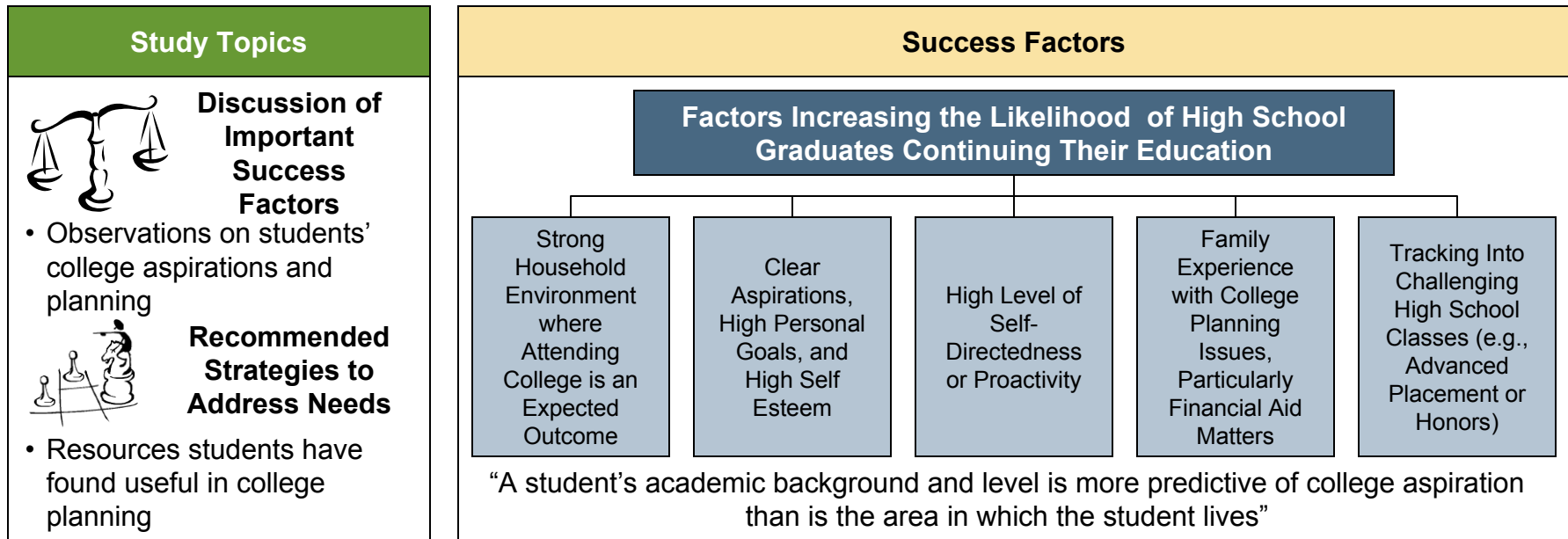
Motivations for Increasing Youth Out-Migration

- “Leaving the state is becoming part of the youth culture.”
- “The most likely community to suffer a youth brain drain is in an isolated urban area, with a well-educated population that spends a lot on their schools...an accurate description of many areas in Maine.”
- Pursuit of higher education and pursuit of better jobs are the primary motivations for leaving

Implications

- Labor force
 - Shortage in entry level positions typically filled by young workers, hurting tourism/recreation first
 - Baby boom retirees leave a smaller workforce behind
- Public education system
 - A 9% decrease in enrollment is expected from 1997 to 2009 – school closings, district consolidations, and declining state aid are anticipated
- Culture
 - Potential decay of communities’ vital institutions
 - Falling educational attainment statewide, as those most likely to leave are the higher educated

“Barriers to College in Maine” Discussion Groups – *Mitchell Institute*



Aspirations Survey – National Center for Student Aspirations

Study Topics

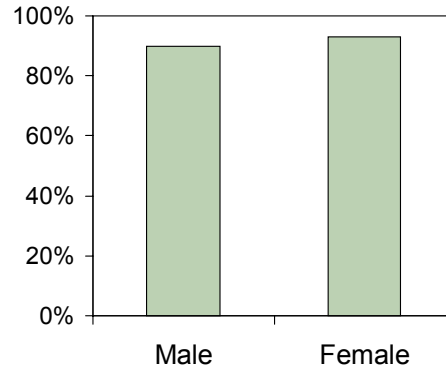


Quantitative Data and Trends

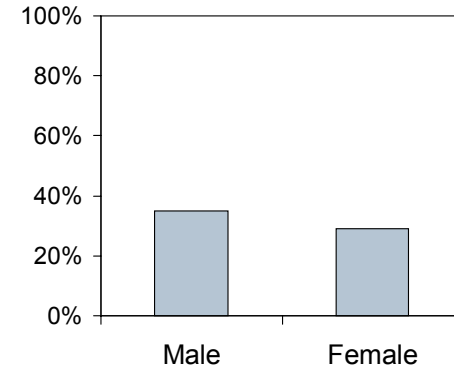
- Aspirations survey data collected from over 60,000 students representing every county in Maine

Key Responses – K—12 Parental Involvement

My Parents Care About My Success In School % Agree or Strongly Agree

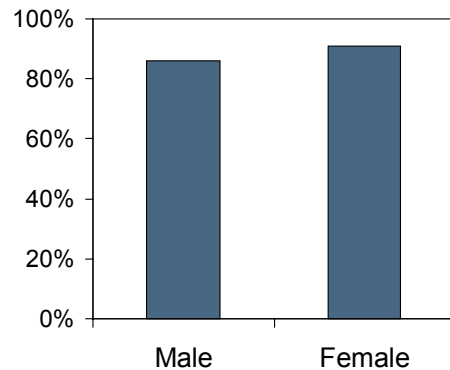


My Parents and My Teachers Talk to Each Other % Agree or Strongly Agree

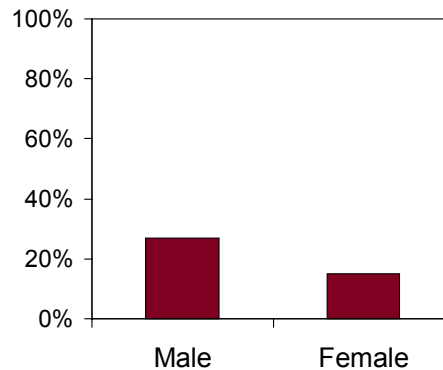


Key Data – Post-High School Aspirations

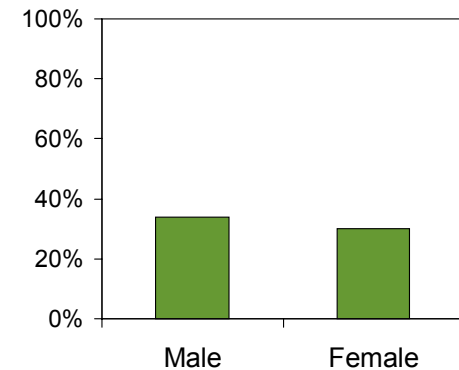
My Parents Think Going To College Is Important for Me... % Agree or Strongly Agree



I Don't Need To Go To College To Get a Good Job... % Agree or Strongly Agree



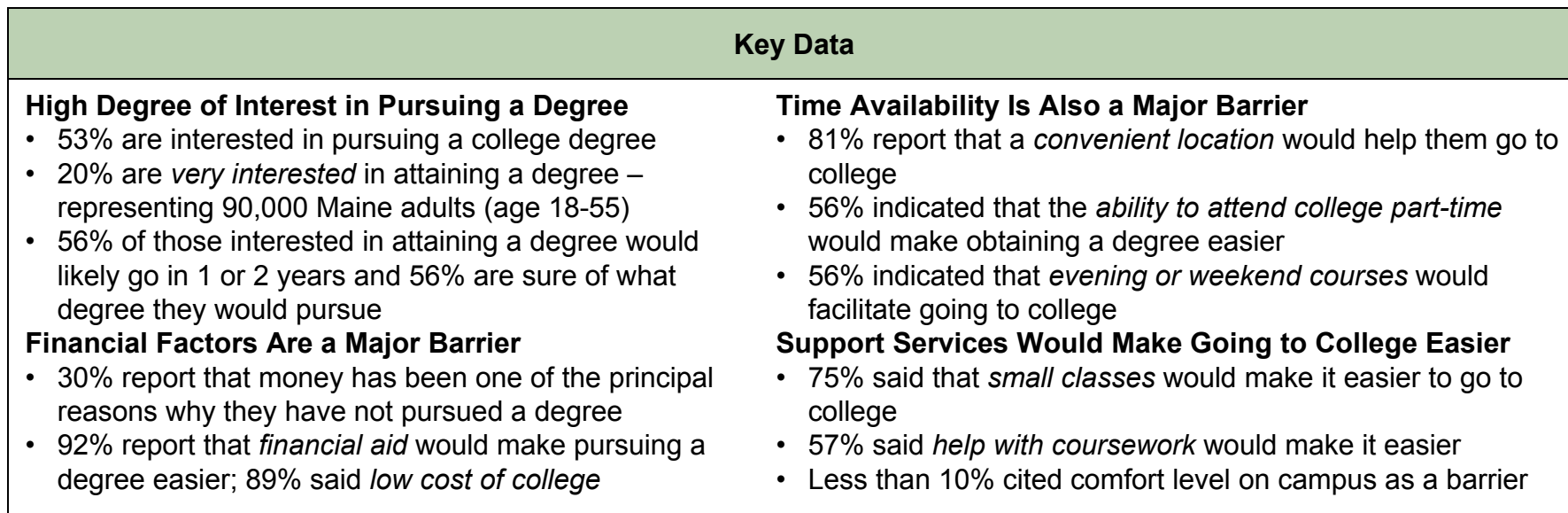
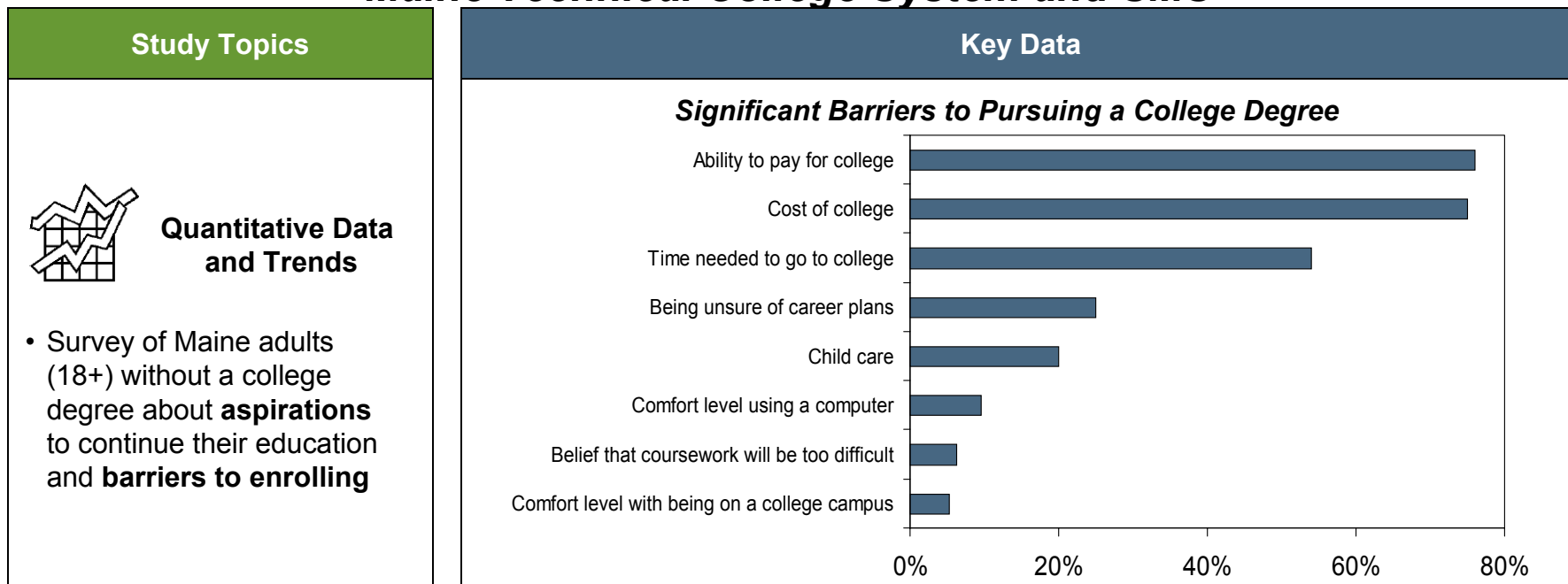
To Be Successful I Need To Move Out of State... % Agree or Strongly Agree




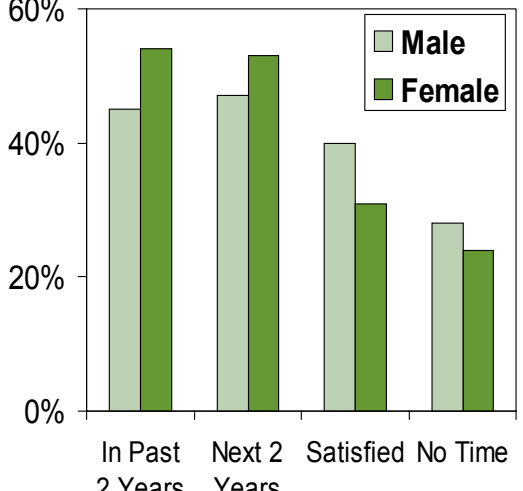
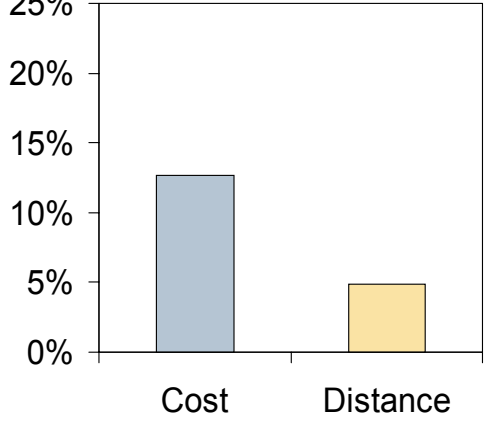
Source: *Aspirations Survey*, National Center for Student Aspirations, October, 2001

“Survey of Maine Citizens Who Have Not Attained a College Degree” –

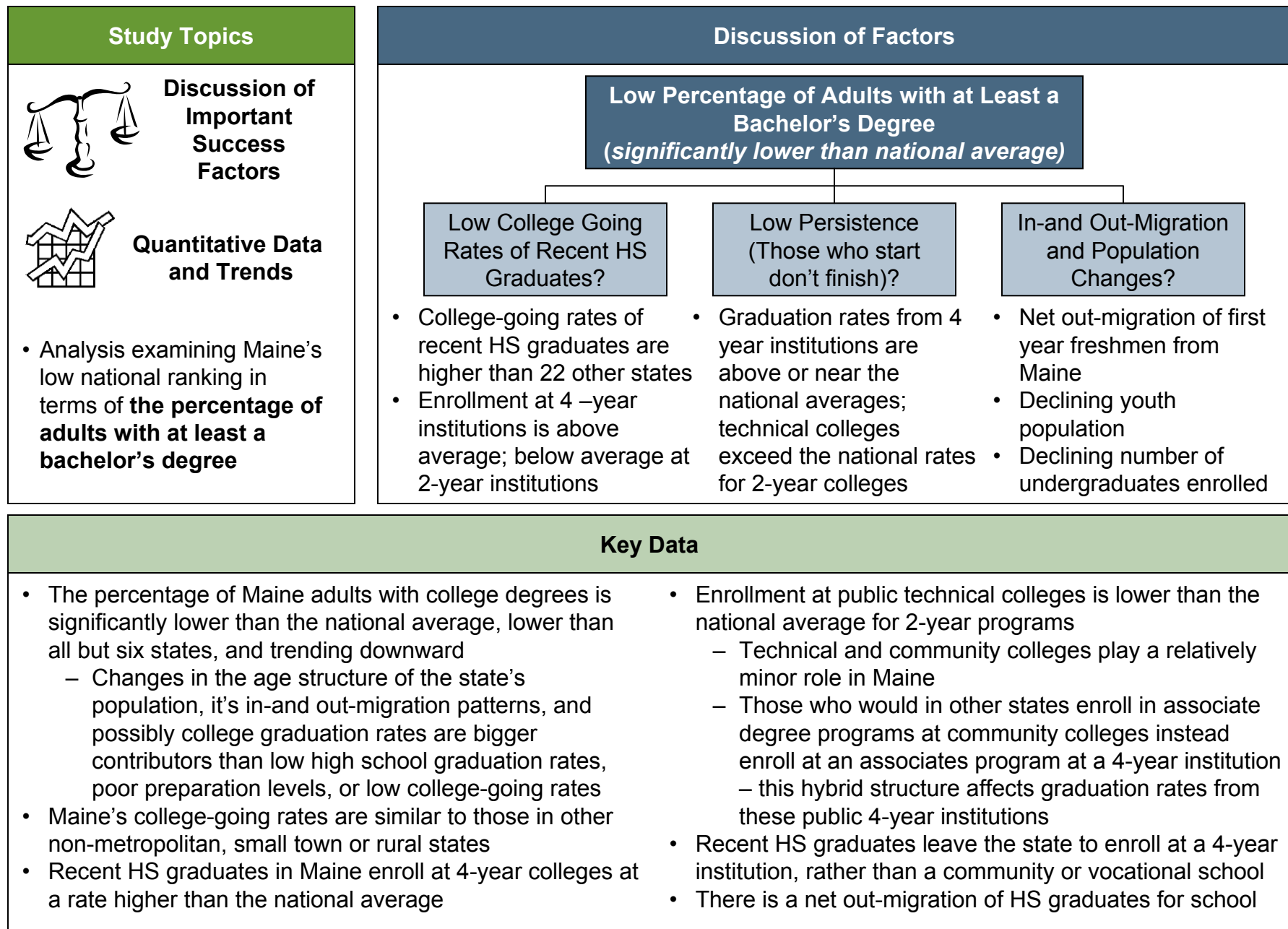
Maine Technical College System and SMS



“Maine’s Labor Force Analysis - Regions”


Study Topics	Key Data																						
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> • Survey data of Maine employees about educational attainment and aspirations 	<p>Employees with No College Background: Aspirations to Go Back to School</p>  <table border="1"> <caption>Employees with No College Background: Aspirations to Go Back to School</caption> <thead> <tr> <th>Time Frame</th> <th>Male (%)</th> <th>Female (%)</th> </tr> </thead> <tbody> <tr> <td>In Past 2 Years</td> <td>~45%</td> <td>~55%</td> </tr> <tr> <td>Next 2 Years</td> <td>~48%</td> <td>~55%</td> </tr> <tr> <td>Satisfied</td> <td>~40%</td> <td>~30%</td> </tr> <tr> <td>No Time</td> <td>~28%</td> <td>~25%</td> </tr> </tbody> </table>	Time Frame	Male (%)	Female (%)	In Past 2 Years	~45%	~55%	Next 2 Years	~48%	~55%	Satisfied	~40%	~30%	No Time	~28%	~25%	<p>Employees Citing Access – Cost or Distance – as Major Factors in Not Going Back to School</p>  <table border="1"> <caption>Employees Citing Access – Cost or Distance – as Major Factors in Not Going Back to School</caption> <thead> <tr> <th>Factor</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>Cost</td> <td>13%</td> </tr> <tr> <td>Distance</td> <td>5%</td> </tr> </tbody> </table>	Factor	Percentage (%)	Cost	13%	Distance	5%
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Observable Trends																							
<p>Aspirations</p> <ul style="list-style-type: none"> • Employees with a college degree are more likely to have been back to school in the previous 2 years or plan to go in the next 2 years • The primary reason cited by adults with no college for not going back to school is that they are satisfied with their current educational attainment; reason number two is a lack of time; cost and distance are not cited as primary reasons by the vast majority of respondents <ul style="list-style-type: none"> – For adults with some college, the reasons are the same 	<p>Access</p> <ul style="list-style-type: none"> • Only 13% of employees surveyed across the state agree that costs are too high to go back to school <ul style="list-style-type: none"> – Rates of agreement are highest in Hancock (23%) and Somerset (20%) counties – Rates are lowest in southern Maine • Only 5% of employees surveyed across the state agree that distance is a major factor in not going back to school <ul style="list-style-type: none"> – Distance is most significant for residents of Franklin and Washington Counties (for both approximately 9% of respondents cited distance as a major factor) 																						

“A Fresh Look at College-Going Rates in Maine” – FAME



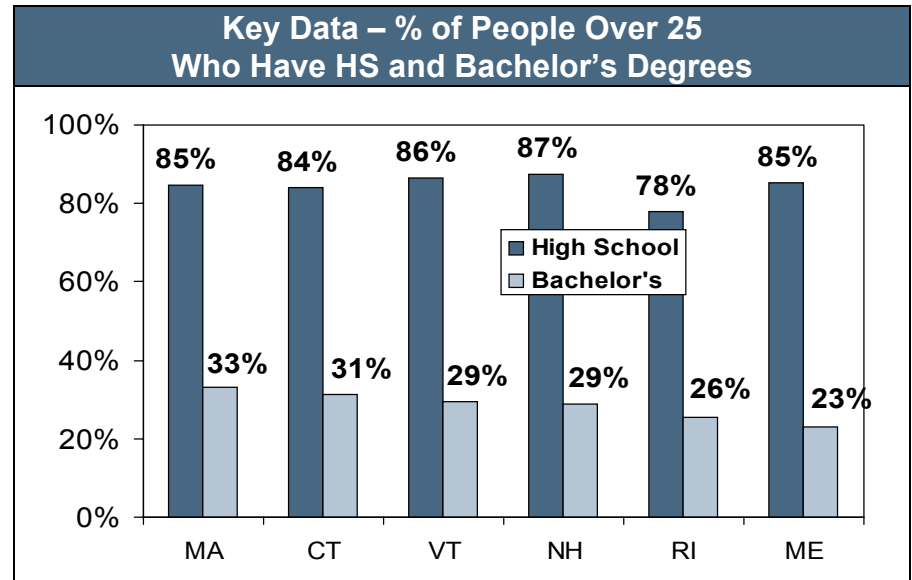
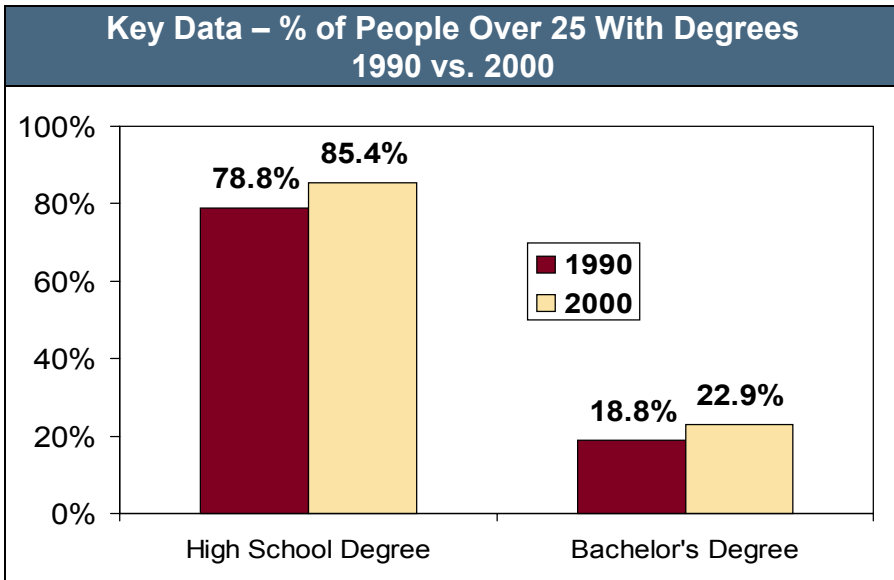
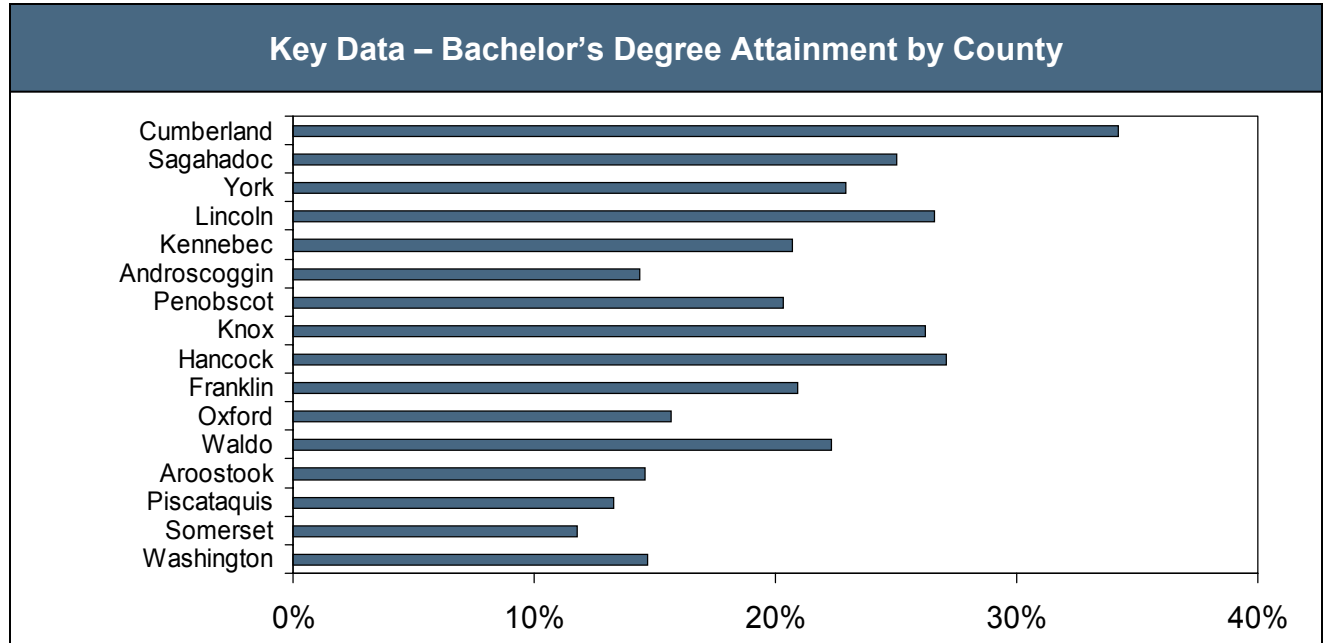
“Degree Recipients Older, Census Shows” – Bangor Daily News

Study Topics



Quantitative Data and Trends

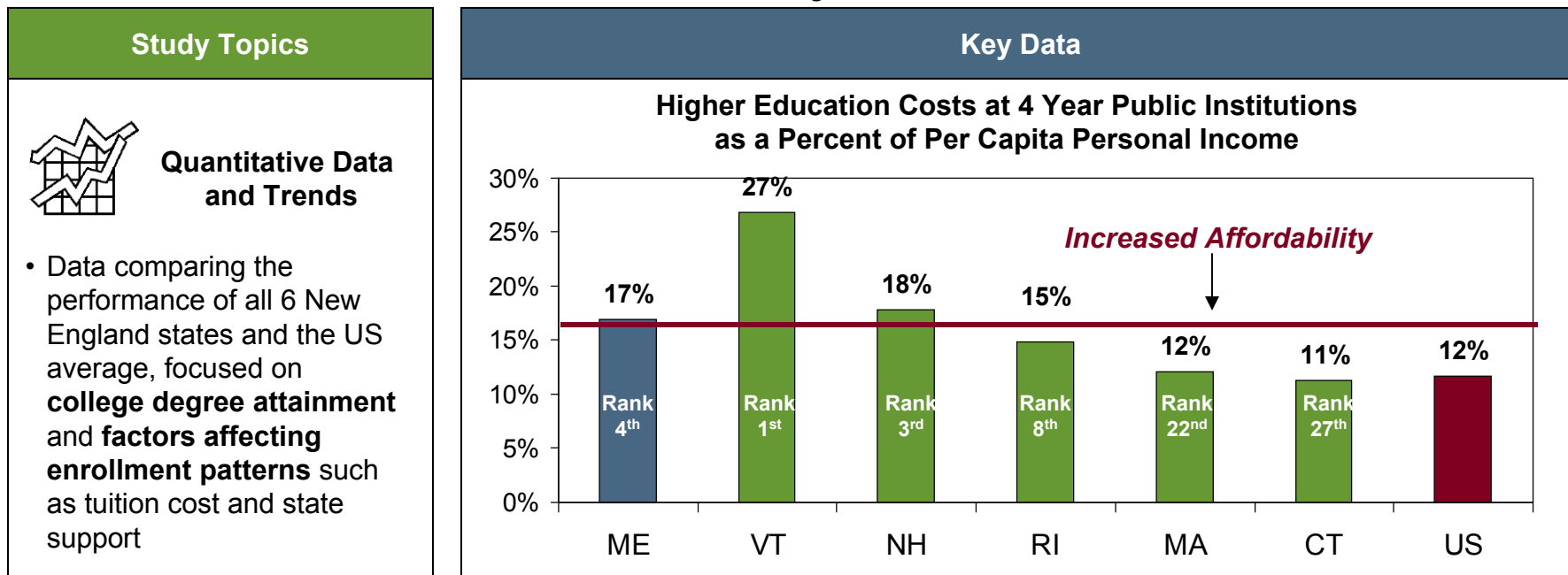
- Data illustrating Maine’s gains in degree attainment from 1990 to 2000
- Comparisons between Maine’s degree attainment by county and Maine relative to other New England states



Source: *Degree Recipients Older*, Bangor Daily News, 2001



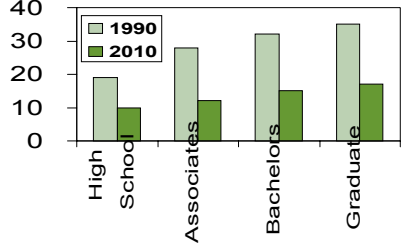
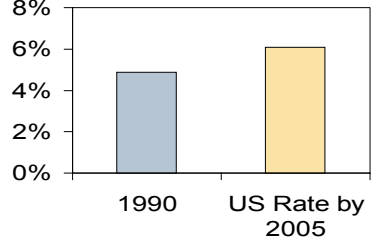
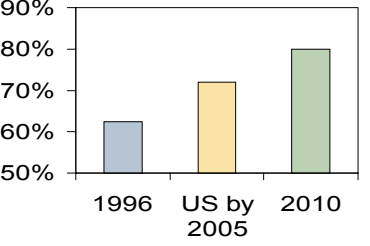
“Comparisons of Higher Education Information for New England States”

Maine Education Policy Research Institute




Key Data – Rankings for Multiple Factors		
Factor	National Ranking	New England Ranking
• Percent of population 25 years or older with at least a Bachelor’s degree	35 th	6 th
• Percent of population 25 years or older with at least an Associate’s degree	26 th	6 th
• Percent of 1998 High School graduates who enroll in college/university after graduation	30 th	5 th
• Percent of High School graduates who enroll outside resident state in 1998	7 th	4 th
• Freshman net migration rates in 1998 (enrollment in-state less enrollment out-of-state)	47 th (net loss)	5 th
• Average undergraduate tuition and fees for full-time students	11 th (high)	5 th
• Average tuition and fees for community/technical colleges in 1998-99	2 nd (high)	2 nd

“Higher Education Achievement in Maine” – *Maine Development Foundation*

Study Topics		Goal A																															
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> • Suggested goals for higher education 	 <p>Recommended Strategies to Address Needs</p> <ul style="list-style-type: none"> • Variety of approaches thought to impact higher education attainment 	<p style="text-align: center;">Improve Maine's US ranking</p> <p style="text-align: center;"><i>Residents with higher education degrees</i></p>  <table border="1"> <caption>Residents with higher education degrees (US Ranking)</caption> <thead> <tr> <th>Education Level</th> <th>1990</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>High School</td> <td>~18</td> <td>~10</td> </tr> <tr> <td>Associates</td> <td>~28</td> <td>~12</td> </tr> <tr> <td>Bachelors</td> <td>~32</td> <td>~15</td> </tr> <tr> <td>Graduate</td> <td>~35</td> <td>~18</td> </tr> </tbody> </table>	Education Level	1990	2010	High School	~18	~10	Associates	~28	~12	Bachelors	~32	~15	Graduate	~35	~18	<p style="text-align: center;">% of Residents over 25 Enrolled in college for a degree</p>  <table border="1"> <caption>% of Residents over 25 Enrolled in college for a degree</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1990</td> <td>~4.8%</td> </tr> <tr> <td>US Rate by 2005</td> <td>~6.0%</td> </tr> </tbody> </table>	Year	Percentage	1990	~4.8%	US Rate by 2005	~6.0%	<p style="text-align: center;">Matriculation Directly Into 2 and 4 year Colleges</p>  <table border="1"> <caption>Matriculation Directly Into 2 and 4 year Colleges</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1996</td> <td>~62%</td> </tr> <tr> <td>US by 2005</td> <td>~72%</td> </tr> <tr> <td>2010</td> <td>~80%</td> </tr> </tbody> </table>	Year	Percentage	1996	~62%	US by 2005	~72%	2010	~80%
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		<ul style="list-style-type: none"> • Strengthen higher education institutions to assure students and graduates succeed in work and society <ul style="list-style-type: none"> – Increase student, graduate, and employer satisfaction with higher education – Increase the number of programs receiving national accreditation 																															
Recommended Strategies																																	
<ol style="list-style-type: none"> 1. Support <i>learning results</i> <ol style="list-style-type: none"> A. Implement career preparation component B. Connect <i>learning results</i> to college admission standards 2. Expand career planning and counseling – start early and integrate work experience 3. Improve college student retention programs – with a particular focus on freshman year 4. Launch a public information and education campaign 5. Facilitate targeted community programs to raise higher education participation rates 6. Provide low cost access to college – alleviate Maine’s competitive disadvantage, the lack of a low cost entry opportunity, like community colleges 7. Continuously improve the core curriculum 8. Increase higher education program accountability and assessment 9. Establish a Maine Partnership for Higher Education in the 21st Century 																																	



Source: Maine Development Foundation’s Task Force on Higher Education Achievement, March 1998

Final Report – *Blue Ribbon Commission on Postsecondary Educational Attainment*

Study Topics	Key Factors			
 <p>Recommended Strategies to Address Needs</p> <ul style="list-style-type: none"> • State support recommended to increase educational attainment of Maine citizens 	<p>Postsecondary education is a prerequisite for the kinds of jobs that make achieving middle class status possible</p>	<p>The State plays a critical role in ensuring postsecondary opportunity – improvements must start at the State level</p>	<p>An overall vision for improving postsecondary educational options is needed – for both job training and education for its own sake</p>	<p>Insights into the aspirations and barriers to postsecondary education are needed to develop a successful plan – for K-12 and nontraditional students</p>

Recommended Strategies	
<ol style="list-style-type: none"> 1. Create a long term vision for higher education in the state 2. Create a permanent voice – the Higher Educational Attainment Council - to establish a vision for, advocate on behalf of, and promote higher education in Maine 3. Develop a plan to accelerate implementation of the Career Preparation component of <i>Learning Results</i>, integrated into the curriculum; measure its success versus best practices or benchmarks. Mobilize retiree and former student volunteers to counsel current students on higher education 4. Identify best practices to increase students' aspirations 5. Develop a plan to support adult learners, increase their postsecondary access, and provide remediation for students who graduate from high school unprepared to continue on 6. Support employers counseling employees on career planning and educational choices 	<ol style="list-style-type: none"> 7. Double the Maine Student Grant Program in 5 years 8. Consider establishing new student financial assistance programs 9. Consider using tax credits to encourage private giving to educational endowments used to provide student aid 10. Consider tax credits for graduates who remain in Maine and for employers who offer tuition reimbursement 11. Convene higher ed institutions do develop a plan to improve persistence 12. Convene entities focused on developing an R&D capability 13. Regularly examine the capacity of postsecondary institutions 14. Periodically augment funding for public higher ed institutions for quality and capacity of services

“Higher Education for All Maine People” – *Maine Center for Economic Policy*



Study Topics	Key Data			
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> • Trends pertaining to Maine citizens’ attainment of and access to higher education  <p>Recommended Strategies to Address Needs</p> <ul style="list-style-type: none"> • Variety of approaches thought to contribute to <i>higher education for all</i> 	<p>Approximately half of high school graduates do not go on to college</p>	<p>Approximately half the students who enroll do so out-of-state</p>	<p>Half of those who enroll quit before getting a degree</p>	<p>Over 75% of Maine adults do not have a Bachelor’s degree</p>
<p>HOWEVER...</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="745 604 1272 766"> <p>Half of Maine people between 18 and 55 without a degree have some interest in getting one</p> </div> <div data-bbox="1318 604 1845 766"> <p>Over 90% of students and parents agree that ‘continuing education past high school is a necessity’</p> </div> </div>				

Recommended Strategies

<p>1. Invest adequate funding strategically in public higher education</p> <ul style="list-style-type: none"> • Use an objective cost-benefit analysis to make investments that maximize the social and economic benefits to Maine people • Support cost-effective programs that increase graduation rates • Realign and combine Maine’s public institutions <p>2. Turn the Technical College System into a first-rate Community College system that:</p> <ul style="list-style-type: none"> • Creates a low-cost entry point to higher education • Provides tuition waivers for Maine people living below the federal poverty level • Includes institutions within the University of Maine system that meet objective criteria distinguishing a community college 	<p>3. Create an Office of Public Advocate for Higher Education to:</p> <ul style="list-style-type: none"> • Serve as an independent source of accurate up-to-date information upon which the Governor, legislature and the people of Maine can rely • Represent and advocate for Maine people in the interest of higher education for all • Monitor higher education investment spending for cost-effectiveness and public benefit, making recommendations for efficient investment without institutional bias
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Source: *Higher Education for All Maine People*, Maine Center for Economic Policy, 2001

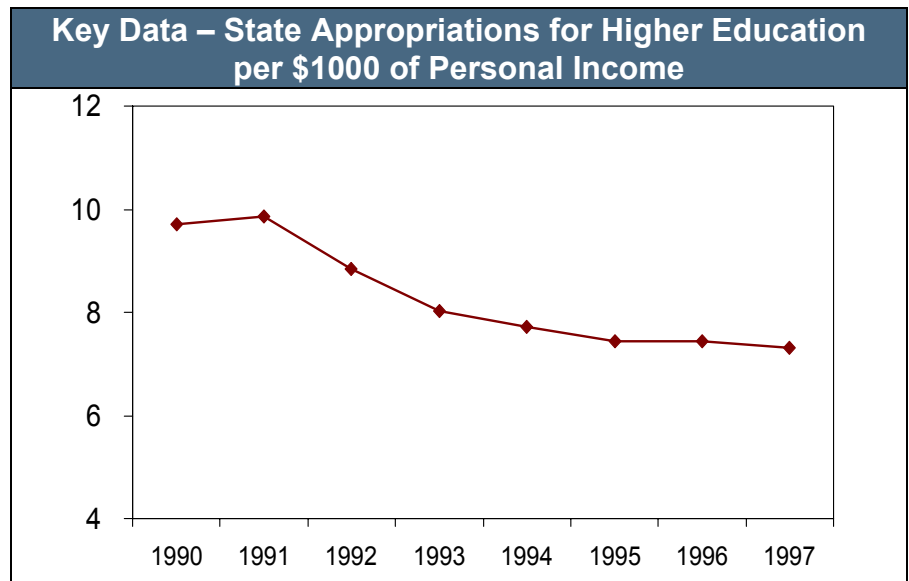
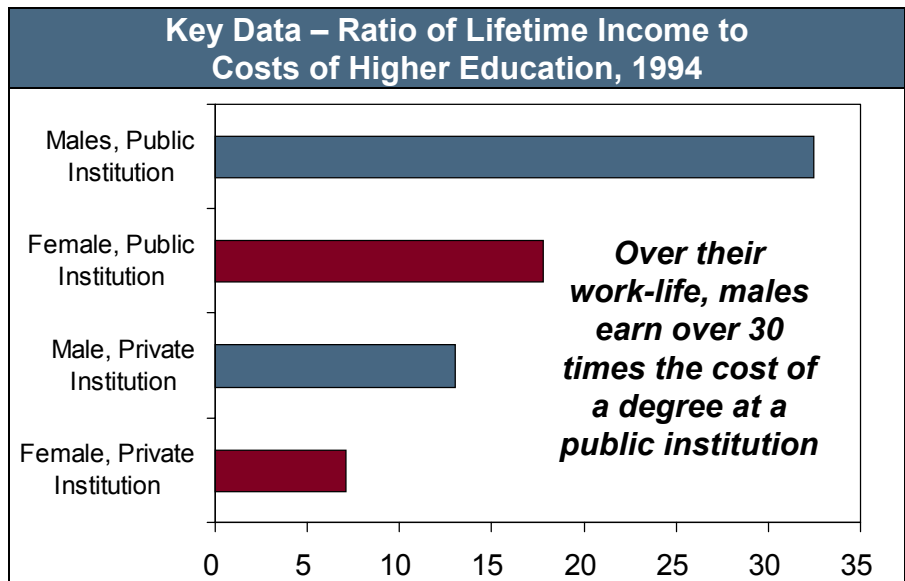
“Community College Gap in Maine Higher Education”– ME Center for Economic Policy

Study Topics	Key Data			
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> Economic value of higher education and cost as a barrier to college  <p>Recommended Strategies to Address Needs</p> <ul style="list-style-type: none"> Key policy changes recommended in the public education systems 	<p><i>An educated workforce is vital to economic growth:</i></p> <div data-bbox="699 397 991 764"> <p>Workers with a bachelor’s degree earn \$1.3M more over a lifetime than those with a HS diploma</p> </div> <div data-bbox="1016 397 1308 764"> <p>In families where 1 parent has postsecondary education, only 4% of children live in poverty; in ME 16% live in poverty</p> </div>		<p><i>Cost, not aspirations, is the chief barrier to college:</i></p> <div data-bbox="1335 397 1627 764"> <p>More than 80% of Maine’s 11th graders intend to enroll in postsecondary education; Lack of money is most frequently cited as a barrier</p> </div> <div data-bbox="1652 397 1944 764"> <p>Maine’s public college tuition is substantially higher than comparable states; Maine has the 7th highest tuition for 2-year public institutions in the nation</p> </div>	

Vision	Recommended Strategies
<p>Transforming a post-secondary education:</p> <p><i>Picture a post-secondary education that serves as a flexible infrastructure for meeting diverse needs in a time of rapid change. In such a system, all segments of higher education – community colleges, universities, research institutions, technical training schools – would be focused on working together to stay abreast of changing needs and market demand. Traditional boundaries would give way to new alliances among various segments of the post-secondary system and a stronger sense of partnership with K-12 education.”</i></p> <p>– Education Commission of the States</p>	<p>“The highest state budget priority should be support of higher education. No other issue will so determine the future quality of life for our citizens”...Key recommendations:</p> <ul style="list-style-type: none"> Offer low-cost two-year programs to serve as an entry point to higher education and resolve issues of non-transferable credits between public institutions Hold secondary schools accountable for the quality of education and reduce remedial work required at the post-secondary level Support community college partnership plans of the University and Technical College systems (transfer agreements and coordination of curriculum)


“The Public Policy Dilemma of Financing Opportunity for Higher Education in Maine”– College Awareness Project, FAME & Postsecondary Education OPPORTUNITY

Study Topics	Key Trends
 <p>Quantitative Data and Trends</p> <ul style="list-style-type: none"> Data highlighting connections between attainment of higher education, economic factors, and public support for higher education 	<ul style="list-style-type: none"> Americans must get substantial amounts of postsecondary education and/or training to qualify for the best paying jobs that the economy has to offer The federal government and all 50 states have been sharply curtailing social investments in postsecondary education since the end of the 1970s Costs of higher education have been shifted since 1979 from taxpayers to students <ul style="list-style-type: none"> Federal level: shift from grant aid to students, to educational loans State level: shift of state budgets away from higher education, increasing tuition College completion has become more unequally distributed across levels of family income – students from average and lower income families encounter increasing financial barriers to higher education As an investment, college is as good a buy today as it has ever been – lifetime income gains from college education have kept pace with costs, and the labor market for the non-college-educated has collapsed since the early 1970s



Source: *The Public Policy Dilemma for Financing Opportunity for Higher Education in Maine*, Finance Authority of Maine and Postsecondary Education OPPORTUNITY, 1997
Summary of Study of Studies

“30 and 1000: How to Build a Knowledge-Based Economy in Maine and Raise Incomes to the National Average” – State Planning Office

Study Topics	Goals		
 <p>Recommended Strategies to Address Needs</p> <ul style="list-style-type: none"> Recommended steps to address two factors that are linked to raising Maine’s per capita income and building a knowledge-based economy: Bachelor’s degree attainment and investments in research and development 	<p>30% of Adults with 4 Year Degrees</p>	<p>+</p> <p>\$1000 Per Worker Spent on Research and Development</p>	<p>=</p> <p>Per Capita Income of \$28,000</p>
	Current Situation		
<p>1. Increase the number of “knowledge workers” in Maine through education and attraction of talent</p> <ul style="list-style-type: none"> A. Increase the % of Maine’s adults with high school diplomas from 89% in 2000 to 92% by 2005 B. Increase Associate degrees from 2,400 to 3,500 per year and Bachelor degrees from 6,000 to 9,000 per year, including Science & Engineering degrees from 900 in 1996-97 to 1,200 per year by 2010 C. Increase recent Science & Engineering graduates in Maine’s workforce from 9,900 in 1996-97 to 20,000 by 2010 	<p>23% of Adults with 4 Year Degrees</p>	<p>+</p> <p>\$197 Per Worker Spent on Research and Development</p>	<p>=</p> <p>Per Capita Income of \$23,529</p>
Recommended Strategies			
<p>2. Create the equivalent of a tier-one research university through alliances between and among the University of Maine System and the state’s nonprofit research labs</p> <ul style="list-style-type: none"> A. Increase total spending by these institutions from \$88 per employed working in Maine to \$200 		<p>3. Clear away barriers and provide incentives to encourage investment by industry in R&D</p> <ul style="list-style-type: none"> A. Increase R&D spending by industry to \$835 per worker (total spending by industry to \$575M per year, versus \$82M in 1998) 	